2008/2009

EXPLORE®

Test Supervisor's Manual

ACT®

Visit the ACT website at **www.act.org.**

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

Contents

The EXPLORE Program

The EXPLORE® program is a curriculum-based assessment program designed to help 8th- and 9th-grade students gain an understanding of their readiness for college, make the most of their opportunities in high school and beyond, and guide them as they start thinking about future educational and career planning. Like all the assessment programs offered by ACT, EXPLORE is based on the belief that young people—and their parents, teachers, counselors, and school administrators—will make more productive plans and decisions if they have organized, relevant information available when they need it most.

EXPLORE assesses academic progress, provides an early indicator of college readiness, helps students understand and begin to explore the wide range of career options open to them, and assists them in developing a high school coursework plan that prepares them to achieve their post-high school goals. EXPLORE functions as an independent program or as the point of entry into ACT's College Readiness System (also previously known as EPAS).

The EXPLORE tests are normed for 8th- and 9th-grade students who complete the tests under the standardized conditions described in this manual. By carefully following the procedures outlined here and in the *Room Supervisor's Manual*, you will help ensure that all examinees have the same opportunity to demonstrate their competencies and that the scores your students receive are comparable to the scores attained by students in the norming group to which they will be compared.

EXPLORE and ACT's College Readiness System

ACT's College Readiness System of integrated assessment programs is designed to help you improve students' readiness for college. The College Readiness System provides information about students' academic progress, interests, and career plans at key transition points in their journey to graduation. The College Readiness System longitudinal data enable you to systematically monitor individual and group performance of students over time and evaluate the effectiveness of your curriculum and instruction.

EXPLORE is the first of three curriculum-based testing programs that comprise the College Readiness System. Each program measures knowledge and skills in the same four core content areas: English, mathematics, reading, and science.

- **EXPLORE**, for 8th and 9th graders, provides baseline academic information for students at or near the entry point into high school. EXPLORE information can be used to help ensure that students select high school courses that will prepare them for college.
- **PLAN**®, for 10th graders, provides a midpoint review of academic progress in high school while there is still time to make any necessary interventions to keep students on track toward their educational and career goals.
- The **ACT**®, typically taken in 11th or 12th grade, measures academic readiness to make successful transitions to college. Figure 1 shows the relationship among the College Readiness System components.

COMPONENT	GRADES 8/9	GRADE 10	GRADES 11/12
Career and Educational Planning	EXPLORE: Interest Inventory Needs Assessment	PLAN: Interest Inventory Course Taking Needs Assessment	ACT: Interest Inventory Course Taking and Grades Needs Assessment
Objective Assessments	EXPLORE: English Mathematics Reading Science	PLAN: English Mathematics Reading Science	ACT: English Mathematics Reading Science Writing (optional)
Instructional Support	*Connecting College Readiness Standards to the Classroom* College Readiness Standards	*Connecting College Readiness Standards to the Classroom* College Readiness Standards	*Connecting College Readiness Standards to the Classroom* College Readiness Standards
Evaluation	Summary Reports EXPLORE/PLAN Linkage Report	Summary Reports EXPLORE/PLAN Linkage Report PLAN/ACT Linkage Report	Summary Report PLAN/ACT Linkage Report

Figure 1. ACT's College Readiness System Components

The College Readiness System supports attainment of college readiness standards for all students. With about 75 percent of today's high school graduates enrolling in college within two years of graduation, and the fact that the skills needed in the workplace are very similar to those needed to succeed in college, it is imperative that students leave high school academically prepared for college. ACT research confirms that if students take rigorous college preparatory courses, they are more likely to be ready for college-level academic work and to need fewer non-credit developmental courses. Students who use College Readiness System information in their educational planning are more likely to develop the knowledge and skills needed for success in life after high school.

Integrating EXPLORE With PLAN

Use of EXPLORE in grade 8 or 9 is complemented by administration of PLAN, the ACT college readiness test for 10th graders. Although EXPLORE and PLAN can be used as independent, comprehensive programs designed for 8th through 10th graders, the parallel structure of their components reflects a unique "bond" between the two programs (and with the ACT).

Both EXPLORE and PLAN are designed to be used by all students, regardless of academic abilities, achievement, or future plans. The primary purposes of the EXPLORE program are to stimulate students' career exploration and to facilitate development of a plan for each individual's high school academic program. The planning and preparation themes continue in the 10th grade when students participate in PLAN, which is designed to help students increase their readiness for continued education and a career after high school.

EXPLORE and PLAN have a common purpose—to support students at key decision points in their academic preparation and planning.

EXPLORE and PLAN have a common purpose—to support students at key decision points in their academic preparation and planning. The programs encourage students to explore and plan for their goals and dreams—thus increasing their chances of succeeding in life. And EXPLORE and PLAN provide information helpful to educators guiding students through these important educational and career decisions.

The English, mathematics, reading, and science tests in both EXPLORE and PLAN programs are designed with developmentally articulated test specifications, ensuring that the content measured follows a logical developmental sequence across the grades 8, 9, and 10. The programs also share common item formats and follow consistent reporting procedures.

Additionally, EXPLORE and PLAN share a common set of noncognitive components:

- a career interest inventory
- biographical data
- a student needs assessment
- study skills information

Despite having different upper score ranges, EXPLORE, with a range of 1–25, and PLAN, with a range of 1–32, are on approximately the same score scale. This allows comparison of a student's scores on the two assessment programs. A score increase from EXPLORE to PLAN can be interpreted as a gain in academic development within the limitations of measurement error.

Using EXPLORE and PLAN with the same group of students enables a school or district to measure and report students' academic achievement over time and gives students solid information to make decisions for the future.

Tests of Educational Development

EXPLORE contains four tests—English, Mathematics, Reading, and Science (see Figure 2 on page 4). These tests are designed to measure students' curriculum-related knowledge and the complex cognitive skills important for future education and careers. EXPLORE results provide students with information that can help them begin making plans for high school and beyond.

The fundamental idea underlying the development and use of these tests is that the best way to determine how well prepared students are for further education and for work is to measure as directly as possible the knowledge and skills needed in those settings.

ACT conducted a detailed analysis of three sources of information to determine which knowledge and skills would be measured by EXPLORE: objectives for instruction in grades 6 through 9 (for all states with published objectives), textbooks on state-approved lists for courses in grades 6 through 8, and input from educators regarding the knowledge and skills taught in grades 6 through 8 that are prerequisite to successful performance in high school and later years. Information from these sources helped to define a scope and sequence for each of the areas measured by EXPLORE.

ACT periodically conducts an ACT National Curriculum Survey® to ensure the continued appropriateness of the content on the tests in EXPLORE, PLAN and the ACT. In 2005–2006, for example, ACT

- reviewed state educational standards from all 49 states that had published such standards;
- surveyed 17,601 middle school/junior high and high school teachers and 13,042 post-secondary entry-level-course faculty; and
- summarized the findings in *ACT National Curriculum Survey 2005–2006*, published by ACT in 2007. The study is the only one of its kind in the United States. Its results have a direct and significant impact on the development of the tests in EXPLORE, PLAN, and the ACT. This publication is also available as a PDF file by logging into **www.act.org**, selecting Research and Policy Issues, and locating National Curriculum Survey under ACT Research and Policy Reports.

The EXPLORE tests are designed to be developmentally and conceptually linked to those of PLAN and the ACT. To reflect that continuity, names of the tests (English, Mathematics, Reading, and Science) are the same across the three programs. The programs are similar in their focus on higher-order thinking skills and in their common curriculum base. Specifications for the EXPLORE program are consistent with, and should be seen as logical precursors to, the content and skills measured in PLAN and the ACT.

ENGLISH TEST (40 items, 30 minutes testing time)

CONTENT/SKILLS COVERED BY TEST	NUMBER OF ITEMS
Usage/Mechanics	25
Punctuation	6
Grammar and Usage	8
Sentence Structure	11
Rhetorical Skills	15
Strategy	5
Organization	5
Style	5
TOTAL	40

MATHEMATICS TEST (30 items, 30 minutes testing time)

CONTENT/SKILLS COVERED BY TEST	NUMBER OF ITEMS
Pre-Algebra	10
Elementary Algebra	9
Geometry	7
Statistics/Probability	4
TOTAL	30

READING TEST (30 items, 30 minutes testing time)

CONTENT/SKILLS COVERED BY TEST	NUMBER OF ITEMS
Prose Fiction	10
Humanities	10
Social Sciences	10
TOTAL	30

SCIENCE TEST (28 items, 30 minutes testing time)

CONTENT/SKILLS COVERED BY TEST	NUMBER OF ITEMS
Data Representation	12
Research Summaries	10
Conflicting Viewpoints	6
TOTAL	28

Note: The content areas (Earth/Space Sciences, Life Sciences, Physical Sciences) all are represented in the test; there are three units in the life sciences, two units in the physical sciences, and one unit in the Earth/Space sciences.

Total number of EXPLORE test items = 128
Total testing time for four tests = 120 minutes

Other Key EXPLORE Components

- Needs Assessment—provides information about a student's perceived needs in seven areas.
- Plans and Background Information—addresses questions about high school coursework plans in five subject areas, educational and career plans after high school, and other demographic information.
- Exploring Career Options—helps students explore personally relevant career options based on UNIACT Interest Inventory results.
- Study Skills Checklist—gives students and their parents a series of tips to build a solid foundation for effective study habits.
- Coursework Planner—provides guidelines to help students develop a high school coursework plan based on their EXPLORE test results and future educational and career plans.

Figure 2. EXPLORE at a Glance

English Test

The EXPLORE English Test measures the student's understanding of the conventions of standard written English (punctuation, grammar and usage, and sentence structure) and of rhetorical skills (strategy, organization, and style). The test stresses the analysis of the kinds of prose that students are required to read and write in most middle- and secondary-school programs, rather than the rote recall of rules of grammar. The test consists of four essays, or passages, each accompanied by a number of multiple-choice test items. Different passage types are employed to provide a variety of rhetorical situations.

Some items refer to underlined portions of the text by offering several alternatives to the portion underlined. The student must decide which choice is most appropriate in the context of the passage. Some items ask about an underlined portion, a section of the text, or the passage as a whole. The student must decide which alternative best answers the question posed. Many items offer as one alternative response "NO CHANGE" from the text.

Two subscores are reported for this test, Usage/Mechanics and Rhetorical Skills.

The six elements of effective writing included in the English Test are described below.

USAGE/MECHANICS

Punctuation: Knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (e.g., avoiding ambiguity, identifying appositives).

Grammar and Usage: Understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the words modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.

Sentence Structure: Understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

RHETORICAL SKILLS

Strategy: Ability to develop a given topic by choosing expressions appropriate to an essay's audience and purpose; judging the effect of adding, revising, or deleting supporting material; and judging the relevance of statements in context.

Organization: Ability to organize ideas and to make decisions about cohesion devices: openings, transitions, and closings.

Style: Ability to select precise and appropriate words and images, to maintain the level of style and tone in an essay, to manage sentence elements for rhetorical effectiveness, and to avoid ambiguous pronoun references, wordiness, and redundancy.

Mathematics Test

The EXPLORE Mathematics Test measures the student's mathematical reasoning. The test emphasizes quantitative reasoning rather than memorization of formulas or computational skills. In particular, it emphasizes the ability to solve practical quantitative problems that are typically encountered in middle-school and junior-high courses.

The items included in the Mathematics Test cover four cognitive domains: knowledge and skills, direct application, understanding concepts, and integrating conceptual understanding. "Knowledge and skills" items require the student to use one or more facts, definitions, formulas, or procedures to solve problems that are presented in purely mathematical terms. "Direct application" items require the student to use one or more facts, definitions, formulas, or procedures to solve straightforward problems that are set in real-world situations. "Understanding concepts" items test the student's depth of understanding of major concepts by requiring reasoning from a concept to reach an inference or a conclusion. "Integrating conceptual understanding" items test the student's ability to achieve an integrated understanding of two or more major concepts so as to solve nonroutine problems.

Students are expected to have calculators available when taking this test and are encouraged to use the calculator they are most comfortable with. Students may use most models of four-function, scientific, or graphing calculators on the Mathematics Test. However, calculator models that are pocket organizers, handheld or laptop computers, electronic writing pads or pen-input devices, models built into cellular phones or other electronic communication devices, or models that have a QWERTY (typewriter) keypad or computer algebra system capabilities, are not permitted. Calculator models with paper tapes, sound features, wireless data transmission capability, or power cords must have these features turned off, disabled, or removed during the test. Questions on the test may be solved with or without a calculator, neither strategy being clearly superior to the other. The test includes problems for which a calculator is clearly the best tool to use, and others where a non-calculator solution is recommended. Students must choose when to use and when not to use calculators.

The items in the Mathematics Test are classified according to four content categories:

Pre-Algebra: Operations with whole numbers, decimals, fractions, and integers. Topics include place value, square roots, scientific notation, factors, ratio, and proportion and percent.

Elementary Algebra: Operations with algebraic expressions, including evaluation of algebraic expressions by substitution, use of variables to express functional relationships, solution of linear equations in one variable, use of real number lines to represent numbers, and graphing of points in the standard coordinate plane.

Geometry: Use of scales and measurement systems, plane and solid geometric figures and associated relationships and concepts, the concept of angles and their measures, parallelism, relationships of triangles, properties of a circle, and the Pythagorean theorem. All of these topics are addressed at a level preceding formal geometry.

Statistics/Probability: Elementary counting and rudimentary probability; data collection, representation, and interpretation; and reading and relating graphs, charts, and other representations of data. These topics are addressed at a level preceding formal statistics.

Reading Test

The EXPLORE Reading Test measures the student's level of reading comprehension. The test questions ask students to derive meaning from three reading passages by (1) referring to what is explicitly stated and (2) reasoning to determine implied meanings. Specifically, questions ask students to use referring and reasoning skills to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; draw generalizations; and analyze the author's or narrator's voice and method. Each passage is preceded by a heading that identifies what type of passage it is (for example, "Prose Fiction"), names the author, and may include a brief note that helps in understanding the passage. Each passage, whose lines are numbered for reference, is followed by several multiple-choice test items. The test focuses on the kinds of skills readers must use in studying written materials across a range of subject areas, rather than on information from outside the passage, rote recall of facts, isolated vocabulary items, or rules of formal logic.

The test includes prose passages that are representative of the kinds of texts commonly encountered in middle-school and junior-high curricula.

Prose Fiction: Short stories or excerpts from short stories or novels.

Humanities: Excerpts from memoirs and personal essays, and from works on architecture, art, dance, ethics, film, language, literary criticism, music, philosophy, radio, religion, television, and theater.

Social Sciences: Excerpts from works on anthropology, archaeology, biography, business, economics, education, geography, history, political science, psychology, and sociology.

Science Test

The EXPLORE Science Test measures scientific reasoning skills acquired through grade 8. The test presents six sets of scientific information, each followed by a number of multiple-choice test items. The scientific information is conveyed in one of three different formats: data representation (graphs, tables, and other schematic forms), research summaries (descriptions of several related experiments), or conflicting viewpoints (expressions of several related hypotheses or views that are inconsistent with one another). The items require students to recognize and understand the basic features of, and concepts related to, the provided information; to examine critically the relationships between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions.

The Science Test is based on the type of content typically covered in science courses through grade 8. Materials are drawn from the life sciences, Earth/space sciences, and physical sciences. The test emphasizes scientific reasoning skills over recall of scientific content, skill in mathematics, or skill in reading. Students are not permitted to use calculators on the Science Test.

Test Results: What They Tell You

Test Scores

Four test scores (English, Mathematics, Reading, and Science), two subscores for the English Test (Usage/Mechanics and Rhetorical Skills), and a Composite score (the average of the four test scale scores, rounded to an integer) are reported for the EXPLORE tests.

Because no test can measure educational development with absolute precision, each EXPLORE score should be thought of as a range, rather than a precise point. For example, a score of 16 on one of the four tests means that the student's level of educational development in the subject is probably somewhere from a 14 to 18 (16 plus or minus 2). For the Composite Score, the range is plus or minus 1.

For each of the four EXPLORE tests, the number of questions answered correctly is counted to obtain a raw score, which is then converted to a scale score. Scale scores for the four tests and the Composite range from a low of 1 to a high of 25. EXPLORE and PLAN are on a common score scale. This relationship means that students would be expected to receive the same score on EXPLORE and PLAN if they took both test batteries on the same day. When you compare students' EXPLORE scores (most often from grade 8 or 9) to their PLAN scores (most often from grade 10), you can interpret an increase directly and confidently as academic growth, allowing for some amount of measurement error, as reported for grade 8 in Figure 3 on page 9. Although the tests are on a common scale, there are some differences. PLAN is more difficult than EXPLORE in order to assess the greater academic development that may be expected of 10th graders. This is reflected in the different score ranges of the two test batteries. The maximum score allowed on EXPLORE is 25, whereas PLAN test takers may score as high as 32.

Also, even though EXPLORE and PLAN are on a common scale, and PLAN and the ACT are on a common scale, it cannot be stated that EXPLORE and the ACT are on a common scale. The sameness of the scales holds for adjacent batteries, but EXPLORE and the ACT are too disparate in subject matter and difficulty (8th grade versus 12th grade) for the same-scale property to extend from EXPLORE to the ACT.

Visit the ACT website at **www.act.org/explore/pdf/TechManual.pdf** for more details about the current score scale for EXPLORE.

The two EXPLORE subscores in English (Usage/Mechanics and Rhetorical Skills) are reported on a scale ranging from 1 to 12. These subscores have been scaled independently from the English Test score, so their sum will not necessarily equal the English scale score. Neither are the EXPLORE subscores on the same subscore scale as PLAN.

EXPLORE test forms are constructed so that EXPLORE scores can accurately reflect how the overall achievement levels of schools, school districts, and various population groups of students vary from year to year.

EXPLORE forms are equated through special studies so that scores can be interpreted and compared regardless of the form administered.

Selected technical characteristics of the EXPLORE tests are given in Figure 3.

ESTIMATED RELIABILITIES FOR FALL 8TH GRADERS
- English: .85; Mathematics: .82; Reading: .83; and Science: .77
- Usage/Mechanics: .78; Rhetorical Skills: .72
- Composite Score: .94

ESTIMATED STANDARD ERROR OF MEASUREMENT FOR FALL 8TH GRADERS
- English: 1.57; Mathematics: 1.71; Reading: 1.52; and Science: 1.39
- Usage/Mechanics: 1.04; Rhetorical Skills: 1.13
- Composite Score: 0.78

Figure 3. Technical Characteristics

College Readiness Standards™

What do the test scores on EXPLORE really mean? That is, when a student obtains a certain score on EXPLORE, what does the score indicate about what that student is likely to know and to be able to do? To respond to those questions, ACT has developed College Readiness Standards™. The College Readiness Standards are statements that describe what students who score in various score ranges are likely to know and to be able to do. The statements reflect the progression and complexity of skills in the four academic areas measured in EXPLORE—English, mathematics, reading, and science.

EXPLORE College Readiness Standards are provided for four score ranges (13–15, 16–19, 20–23, and 24–25). They communicate educational expectations for students as they prepare for a successful transition to their next level of learning and suggest learning experiences from which students in a particular range are likely to benefit. For information about the use of the College Readiness Standards in interpreting the EXPLORE test results, please refer to page 12 of this manual.

www.act.org/standard

A reporting package, the College Readiness Standards Information Services, has been developed to help teachers, curriculum coordinators, guidance counselors, and principals interpret the test scores and to identify which skills students may need in order to move their score to the higher ranges. More information about this reporting package can be found on page 25 of this manual.

College Readiness Benchmark Scores

ACT has identified scores for each of the four EXPLORE tests—English, Mathematics, Reading, and Science—that indicate students' probable readiness for college-level work by the time they graduate from high school. This information can be used to help students improve their academic readiness for college-level work.

TEST	8TH GRADE EXPLORE BENCHMARK SCORE	9TH GRADE EXPLORE BENCHMARK SCORE
English	13	14
Mathematics	17	18
Reading	15	16
Science	20	20

Eighth-grade students now scoring at or above the EXPLORE English benchmark score (13) are likely on track to develop the skills necessary to succeed in a college English composition course; those scoring at or above the EXPLORE Mathematics benchmark score (17) similarly are likely on track to develop the skills necessary to succeed in an entry-level college algebra course; and those scoring at or above the EXPLORE Science benchmark score (20) are likely on track to develop the skills necessary to succeed in an introductory college-level biology course. Eighth-grade students scoring at or above the EXPLORE Reading benchmark score (15) are likely on track to develop the skills necessary to succeed in college social science courses. This predictability assumes the student will continue to demonstrate the same level of academic achievement that has been exhibited up to this point. College Readiness Benchmark Scores are also available for PLAN and the ACT.

College Readiness Benchmark Scores are based on the actual performance of ACT-tested students in first-year college courses (English Composition, College Algebra, Social Science courses, and College Biology). ACT College Readiness Benchmark Scores were established to correspond to a 50 percent likelihood that students attaining these scores would achieve a grade of B or better in these courses. Then, EXPLORE and PLAN College Readiness Benchmark Scores were identified at grades 8, 9, 10, and 11 that reflected a strong likelihood that students would meet the ACT benchmark scores by the time they graduated from high school.

Norms

National Norms

One way to interpret performance on EXPLORE is to compare your students' scores to those of a national norming group. Visit **www.act.org/explore/norms** for information on how to use EXPLORE norms to interpret test scores.

Local comparisons to the national norm group are most appropriate when EXPLORE is administered under conditions similar to those in the norming study—with all four tests administered in a single session in the standard order, and students having calculators available for use on the Mathematics Test.

School Norms

Local school norms reflect the results of the students in a single scoring group. They are printed on the Student Roster and are included as a part of the EXPLORE Enhanced Reporting Package. See page 25 for more information.

District Norms

Local district norms reflect the results of the students in two or more scoring groups. It is not necessary for the schools included in district norms calculations to comprise an official district, but **answer folders for all groups must arrive at the same time for scoring.** See page 25 for more information.

State Norms

State norms will be reported in some states where EXPLORE use is sponsored statewide or where a large proportion of schools have administered EXPLORE the previous year. State norms are created from prior year testing data.

Noncognitive Components

In addition to measuring academic achievement, EXPLORE provides critical information for helping students improve their skills, explore careers, and build rigorous high school course plans. By completing the noncognitive components of EXPLORE, your students will receive valuable information to enhance the career and educational planning process.

Student Information Section

The *Student Information Section* of the answer folder collects basic demographic information about each student who takes EXPLORE:

- Name
- Student ID number
- Birth date
- Gender
- Current grade in school
- Racial/Ethnic background

The student's name, ID, and birth date help you match your school records and help ACT in matching the student's EXPLORE scores to other ACT tests (PLAN and the ACT). Gender, current grade, and racial/ethnic background are necessary to provide complete information for your school summary reports.

Needs Assessment

A brief *Needs Assessment* gives students an opportunity to indicate a need for assistance in seven selected academic areas and enabling skills. Students are asked to indicate whether they need additional help in the following areas:

- Exploring options for education, careers, and jobs after high school
- Improving writing skills
- Improving reading speed or comprehension
- Improving study skills
- Improving mathematical skills
- Improving computer skills
- Improving public speaking skills

Plans and Background

The *Plans and Background* section asks students about the following:

- Language the student knows best
- Types of courses planned in high school
- High school coursework plans in five subject areas
- Participation in accelerated, honors, or outreach programs
- Parents' highest levels of education
- Educational and career plans after high school

When indicating career plans, students are asked to examine a list of career areas and sample jobs and select the area that best represents their current interests.

The information from this section can help build a more complete profile of individual students and to guide students in discussions about future educational and career plans.

Local Supplemental Items

The EXPLORE answer folder facilitates collection of student responses to as many as twelve supplemental items developed by your school or district. Questions for this section might cover topics such as the number of hours spent studying, watching television, or working each day or week; interest in vocational/technical courses; and student opinions about various aspects of the school environment. School personnel may design questions allowing more than one response per item. The EXPLORE School Profile Summary Report includes a table summarizing student responses by item number and response option.

UNIACT Interest Inventory

As career choices become more complex, one of the most difficult challenges facing today's adolescents is the identification of career options appropriate for their personal goals and interests. To help students make informed choices, it is important to provide them with a panoramic view of their options in the worlds of work and education, and then help them to explore options within these worlds. The Unisex Edition of the ACT Interest Inventory (UNIACT) provides a focus to career exploration. Instead of trying to single out the "right" occupation, it points to regions of the world of work that students may want to explore.

When students complete UNIACT, they indicate whether they like, dislike, or are indifferent to each of the 72 activities. UNIACT items emphasize familiar work-related activities and avoid job titles that are unfamiliar to most students (e.g., radiologic technologist) or may be subject to sex-role stereotypes (e.g., carpenter, secretary). This minimizes differences in the career options suggested to males and females, and permits the use of combined-sex norms.

UNIACT is based on the typology described in Holland's (1997) theory of careers. The six UNIACT scales, each based on 12 items, were developed to parallel Holland's six interest and occupational types or "career clusters." ACT research on interest structure indicates that most of what is measured by scales assessing Holland's six interest types can be summarized by two dimensions—the Data/Ideas and Things/People Work Task Dimensions. They provide the basis for the ACT World-of-Work Map described in Appendix B on pages 40–42.

To encourage breadth in career exploration, UNIACT results are presented as World-of-Work Map "regions." Students typically obtain three regions: the region corresponding to their interests and the two adjacent regions. A student's Map regions summarize his or her preferences for data, ideas, people, and things work tasks. Thus, the student's Map regions link measured interests to career options. The Student Score Report (see Figure 4a on page 14) shows the student's UNIACT results as shaded regions on the World-of-Work Map (described in Appendix B) and the Career Area List.

UNIACT scores are reported as stanines in the Information for Counselors box of the Student Score Report. Details for interpreting these scores are provided on pages 21 and 22 and in Appendix C on pages 43–44. Specifics concerning UNIACT norms, reliability, and validity are reported in the *Technical Manual: Revised Unisex Edition of the ACT Interest Inventory (UNIACT)* (Swaney, 1995).

Discussing EXPLORE Results With Students and Parents

One of the most critical aspects of assessment is interpreting the results. Often the information suggests dimensions of a student's academic profile that, when considered singly, add little to what a good teacher already knows. When considered together, however, the integrated results offer a rich resource to the teacher, the student, and the parent in exploring and planning for the future. See Figures 4a and 4b on pages 14 and 15 for a sample EXPLORE Student Score Report.

The following ideas for interpreting and discussing EXPLORE results are presented in relation to the various components of the program. These ideas are intended to stimulate thinking and discussion about each area of assessment results, but, more importantly, to encourage the integrated review of the results.

Student Score Report

Your Scores
www.explorestudent.org

The results of the four tests provide a snapshot of student academic skills and knowledge in English, mathematics, reading, and science. Information available from scale scores and norms (cumulative percentiles) for each test, subscore, and the Composite can be very useful in evaluating a student's general knowledge in each area and determining how the student compares to other EXPLORE-tested students.

Subscores from the English Test can help the teachers and students grasp more fully the student's specific areas of strength and weakness in working with standard written English. Test results can be used to guide individual coursework plans and to direct attention to areas that need more focus.

CUMULATIVE PERCENTS

The column labeled "In the U.S." shows how students' scores compared with those of students in the appropriate national norm group. (Visit **www.act.org/explore/norms** for a description of these norm groups.) The columns labeled "In Your School," "In Your District," and "In Your State" show how students' scores compare to those of students in their own school, district, and state, respectively. School and district norms are available upon request at the time of scoring. State norms are typically available only in states where EXPLORE is offered statewide. The norms reported here are defined as the percent of students in the comparison group (national, school, district, or state) who received a given score or lower.

COLLEGE READINESS STANDARDS

What do the test scores on EXPLORE mean? What does the student know and what is he or she able to do? College Readiness Standards help answer these questions by describing the types of skills and knowledge typically demonstrated by students who score in particular score ranges on each test of EXPLORE.

www.act.org/standard

The EXPLORE College Readiness Standards are sets of statements that represent widely held learning goals or expectations of what students should have learned up to 8th grade. These goals are important for success in high school and beyond. The Standards show how skills can progress, becoming increasingly sophisticated from score range to score range. College Readiness Standards are provided for four score ranges (13–15, 16–19, 20–23, and 24–25) in the four academic areas measured by EXPLORE: English, mathematics, reading, and science. The College Readiness Standards can be found at **www.act.org/standard**.

It is important to acknowledge that EXPLORE does not measure everything students have learned in middle school or junior high, nor does any particular test measure everything

necessary for students to know to be successful in high school. EXPLORE includes questions from large domains of skills and from areas of knowledge that have been judged important for success in high school and beyond. Thus, the College Readiness Standards should be used in a responsible way that will help students understand what they need to know and do if they are going to make a successful transition to high school.

OTHER CONSIDERATIONS

When evaluating the results of any of the tests, teachers will want to determine whether scores are consistent with the student's performance in class and with his or her GPA. In the case of discrepancies (for example, where the student performs well in class but not well on the tests), it may be valuable to determine whether the student has difficulty taking standardized tests. An examination of the fit of the tests' content relative to the curricular objectives of the student's classes also may be helpful.

In looking at the overall profile, it is often possible to see that a student performs well in some areas and not as well in others. Some students, for example, will score better on the English and Reading Tests and less well on the Mathematics and Science Tests, as indicated by their standings relative to the national norms. A review of the student's coursework plans and career and educational plans will help identify what the student plans to do. It will be the teacher's role to help the student strengthen those weaker areas in ways appropriate to the student's needs and plans.

October 27, 2008 **PN:** 99244642 123876

EXPLORE® Your Score Report

TAYLOR, ANN C

GRADE: 8
CLASS/GROUP NAME: SMITH

SCHOOL NAME: EXAMPLE MIDDLE SCHOOL **SCHOOL CODE:** 00000000 **TEST FORM:** 00B **TEST DATE:** OCTOBER 2008

ACT®

Your Scores

	Score Range (1-25)	In the U.S. (Fall 8th)	In Your School	In Your District	In Your State
Composite Score	15	61%	60%	49%	63%
English	16	73%	75%	70%	76%
Usage/Mechanics (1-12)	09	81%	81%	80%	84%
Rhetorical Skills (1-12)	08	75%	84%	77%	77%
Mathematics	14	41%	40%	30%	51%
Reading	16	79%	78%	67%	77%
Science	15	45%	36%	27%	44%

Percent of students scoring at or below your score (1% 10% 25% 50% 75% 90% 99%)

More Info at www.explorestudent.org

Your Estimated PLAN Composite Score Range

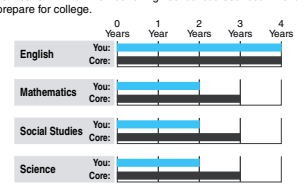
16-19

PLAN is a 10th-grade test that helps you plan for the ACT tests and for college. Additional information is in your booklet *Using Your EXPLORE Results.*

Your Plans

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.



About Your Course Plans. Your plans fall short of recommended courses. Consider taking additional courses in Mathematics, Social Studies, and Science. (Most successful college students completed all of these recommended courses when they were in high school.) You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

Your Reported Needs

- ✓ Making plans for my education, career, and work after high school
- Improving my writing skills
- Improving my reading speed and comprehension
- ✓ Improving my study skills
- ✓ Improving my mathematical skills
- Improving my computer skills
- ✓ Improving my public speaking skills

Your Plans for After High School

Educational Plans
4-Year College or University

Career Area Preference
Financial Transactions

College Readiness

Students scoring at or above these EXPLORE benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

EXPLORE Benchmark Scores (8th Grade)		Your score is: Below	At	Above
English	13			✓
Mathematics	17	✓		
Reading	15			✓
Science	20	✓		

About Your Scores. One or more of your EXPLORE scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. It's not too early to start thinking about college.

TAYLOR, ANN C

Your Career Possibilities

STEP 1: You and the World of Work

The World-of-Work Map is your key to hundreds of jobs in the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data, and ideas.

The Map is divided in 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things. Which Career Areas mostly involve working with people and data?

STEP 2: Your Interests

When you completed EXPLORE you were asked to:
- choose a Career Area you would like.
- complete an interest inventory.

Your results are shown on the World-of-Work Map below.
- You chose Career Area F: Financial Transactions.
- Your interest inventory results suggest that you may enjoy jobs in map regions 7, 8, and 9. See the Career Areas in those regions.

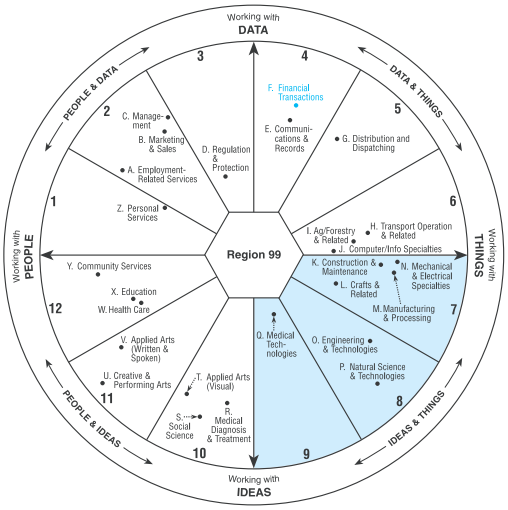
There are many jobs in these Career Areas. For example, Food Technologists develop ways of processing and delivering foods. They use scientific methods to make food nutritious and convenient.

STEP 3: Exploring Career Options

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially those that are shaded.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the steps in your booklet, or go to **www.explorestudent.org.**



Information for Counselors	*Scores: R6 I8 A5 S4 E4 C3* *%Like, Indifferent, Dislike: 34—21—45*

Career Area List

A. Employment-Related Services
Human Resources Manager; Recruiter; Interviewer

B. Marketing & Sales
Agents (Insurance, Real Estate, etc.); Retail Salesworker

C. Management
Executive; Office Manager; Hotel/Motel Manager

D. Regulation & Protection
Food Inspector; Police Officer; Detective

E. Communications & Records
Secretary; Court Reporter; Office Clerk

F. Financial Transactions
Accountant; Bank Teller; Budget Analyst

G. Distribution & Dispatching
Warehouse Supervisor; Air Traffic Controller

H. Transport Operation & Related
Truck/Bus/Cab Drivers; Ship Captain; Pilot

I. Agriculture, Forestry & Related
Farmer; Nursery Manager; Forester

J. Computer & Information Specialties
Programmer; Systems Analyst; Desktop Publisher; Actuary

K. Construction & Maintenance
Carpenter; Electrician; Bricklayer

L. Crafts & Related
Cabinetmaker; Tailor; Chef/Cook; Jeweler

M. Manufacturing & Processing
Tool & Die Maker; Machinist; Welder; Dry Cleaner

N. Mechanical & Electrical Specialties
Auto Mechanic; Aircraft Mechanic; Office Machine Repairer

O. Engineering & Technologies
Engineers (Civil, etc.); Technicians (Laser, etc.); Architect

P. Natural Science & Technologies
Physicist; Biologist; Chemist; Statistician

Q. Medical Technologies (also see Area W)
Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)

R. Medical Diagnosis & Treatment (also see Area W)
Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist

S. Social Science
Sociologist; Political Scientist; Economist; Urban Planner

T. Applied Arts (Visual)
Artist; Illustrator; Photographer; Interior Designer

U. Creative & Performing Arts
Writer; Musician; Singer; Dancer; TV/Movie Director

V. Applied Arts (Written & Spoken)
Reporter; Columnist; Editor; Librarian

W. Health Care (also see Areas Q and R)
Recreational Therapist; Dental Assistant; Licensed Practical Nurse

X. Education
Administrator; Athletic Coach; Teacher

Y. Community Services
Social Worker; Lawyer; Paralegal; Counselor; Clergy

Z. Personal Services
Waiter/Waitress; Barber; Cosmetologist; Travel Guide

Figure 4a. EXPLORE Student Score Report (Side 1)

TAYLOR, ANN C

Your Skills

More Info at www.explorestudent.org

Ask for your test booklet so you can review the questions and your answers.
"+" = correct answer, "o" = no response, "*" = marked more than one answer

Suggestions for improving your skills are based on your scores.

English

SUBSCORE AREA
(u = Usage; r = Rhetorical Skills)

Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore
1	A	+	u	18	D	+	r	35	A	+	r
2	C	+	u	19	D	C	u	36	B	C	r
3	A	+	u	20	A	+	u	37	D	o	u
4	D	+	r	21	C	+	r	38	D	o	u
5	B	+	r	22	C	B	r	39	A	+	r
6	B	A	r	23	A	+	r	40	B	+	r
7	D	+	u	24	B	+	u				
8	A	+	u	25	B	+	u				
9	C	+	r	26	A	D	r				
10	B	A	u	27	C	+	r				
11	A	+	u	28	D	+	r				
12	D	C	r	29	B	+	u				
13	D	+	r	30	D	+	r				
14	B	o	r	31	A	+	u				
15	A	+	r	32	C	+	u				
16	B	A	r	33	C	+	u				
17	C	+	u	34	C	B	r				

- **You correctly answered 28 out of 40 questions.**
- **You omitted 3 questions.**
- **You incorrectly answered 9 questions.**

Content Areas	To improve your skills you can:
Topic Development	challenge yourself by reading new kinds of books; experiment with new writing styles
	rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic
	add examples to illustrate or support major points
Organization	use transitions (like *similarly* or *to repeat*) to compare or emphasize ideas
	have a classmate read your paper to see if sentences need to be reordered for clarity
	try different openings and closings for a paper; say which works best and why
Word Choice	make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.)
	verify that each pronoun clearly refers to a noun or noun phrase
	reread writing to make sure the words convey the same tone or vary in tone for a good reason
Sentence Structure	learn the difference between uses of coordinating conjunctions (like *and* or *but*) and subordinating conjunctions (like *after* or *though*)
	make sure pronoun person is consistent in a sentence; for instance, avoid shifts from *one* ("When one sees . . .") to *you* (" . . . you are impressed.")
Usage	check possessive pronouns (like *her* or *his*) to make sure they are used correctly
	use the word *have* (not *of*) following verbs like *could, would,* and *should*
Punctuation	use commas, dashes, or parentheses to set off nonessential information in a sentence
	delete unneeded commas in compound constructions, as in "Flags waved[,] and rustled."
	check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, "He ran all the way to school[;] because he was late.")

Mathematics

Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer
1	A	+	15	A	+	29	B	C
2	C	+	16	B	A	30	D	+
3	A	+	17	C	+			
4	D	+	18	D	+			
5	B	+	19	D	C			
6	B	A	20	A	+			
7	D	+	21	C	+			
8	A	B	22	C	B			
9	C	+	23	A	+			
10	B	A	24	B	C			
11	A	+	25	B	+			
12	D	C	26	A	D			
13	D	B	27	C	+			
14	B	o	28	D	C			

- **You correctly answered 17 out of 30 questions.**
- **You omitted 1 question.**
- **You incorrectly answered 12 questions.**

Content Areas	To improve your skills you can:
Basic Operations	determine the discount price of items on sale (for example, an item that normally cost $10.00 is on sale for 13% off, so the sale price of the item is $8.70)
Probability	calculate the score value you need on your next math test to raise your overall grade by a certain percent
	predict the outcome of simple events (for example, the sum of two 6-sided fair number cubes when rolled)
Numbers: Concepts and Properties	research, and discuss with others, the uses of number sequences (for example, Fibonacci, arithmetic, geometric)
Expressions, Equations, and Inequalities	obtain lists of formulas and practice substituting positive and negative whole numbers into the formulas to evaluate
	practice adding and subtracting algebraic expressions such as $(3h + 8k) - (5h - 2k) = -2h + 10k$
	practice solving two-step equations such as $2x - 18 = -32$; $2x = -14$; $x = -7$
Graphical Representations	draw coordinate maps of your school, home, town, etc., labeling one point as the origin (0,0) and locating all other points appropriately; recognize lines that are vertical or horizontal and increasing and decreasing slopes of lines
	use number lines to represent lengths of segments (for example, have a friend point to any two points on a meterstick and mentally calculate the distance between the two points)
Properties of Plane Figures	determine how the sum of the interior angles of polygons are related (for example, cut the angles off of a triangle and arrange them to make a line; cut the angles off of a quadrilateral and arrange them to make a circle)
Measurement	quiz yourself and practice using the basic area and perimeter formulas for various polygons

Reading

Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer
1	A	+	11	A	+	21	C	+
2	C	+	12	D	C	22	C	B
3	A	B	13	D	+	23	A	+
4	D	+	14	B	o	24	B	C
5	B	+	15	A	+	25	B	+
6	B	A	16	B	A	26	C	+
7	D	+	17	C	+	27	C	+
8	A	B	18	D	+	28	A	B
9	C	+	19	D	C	29	B	+
10	B	A	20	A	+	30	D	C

- **You correctly answered 18 out of 30 questions.**
- **You omitted 1 question.**
- **You incorrectly answered 11 questions.**

Content Areas	To improve your skills you can:
Main Ideas and Author s Approach	take notes on a challenging text; decide how the information fits together as a whole
	practice writing brief summaries of books you have read
	decide who is telling a story (a child, an adult, etc.) and if that viewpoint relates the story well
Supporting Details	understand textual details and how they contribute to the author's or narrator's message (for example, strengthening or clarifying it)
	write an essay about something you've read, supporting your ideas with evidence
Relationships	use a chart or web to connect a series of events in a text or film, or from an everyday occurrence, justifying your chosen sequence
	decide whether comparisons made by the author or narrator help you understand relationships
Meanings of Words	look up word meanings and determine how the words an author or narrator uses affect people's impressions of a topic or issue
Generalizations and Conclusions	defend or challenge the author's or narrator's claims in a text by locating key pieces of information in other sources
	make accurate generalizations (avoiding oversimplifications) based on details in the text (for example, "You live *there*—in that polka-dotted house?" suggests disbelief)

Science

Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer
1	A	+	11	A	+	21	C	+
2	C	+	12	D	C	22	C	B
3	A	C	13	D	+	23	A	+
4	D	A	14	B	o	24	B	C
5	B	+	15	A	+	25	B	C
6	B	A	16	B	A	26	A	D
7	D	+	17	C	+	27	C	+
8	A	B	18	D	A	28	D	B
9	C	A	19	D	C			
10	B	A	20	A	+			

- **You correctly answered 12 out of 28 questions.**
- **You omitted 1 question.**
- **You incorrectly answered 15 questions.**

Content Areas	To improve your skills you can:
Interpretation of Data	know how to locate several pieces of data in a complex table or graph (for example, a graph with several curved lines or axes displaying values that increase by powers of ten)
	take data from an experiment you or others did and use it to make a line graph and a bar graph
	describe how the values of several pieces of data from a line graph are different (for example, larger or smaller)
Scientific Investigation	do an experiment that includes a *control group* (something used as the basis for comparison) and that uses procedures with several steps
	create a one-step experiment that will answer a specific question
	tell how two experiments are the same or different
Evaluation of Models, Inferences, and Experimental Results	read descriptions of actual experiments and, in each case, see if the reported results support the hypothesis
	read a scientist's opinion about an observation and figure out what assumptions the scientist made in forming that opinion

Figure 4b. EXPLORE Student Score Report (Side 2)

ESTIMATED PLAN COMPOSITE SCORE RANGE

Based on his/her EXPLORE scores, this is the range within which the student's PLAN Composite score would be expected to fall if he or she takes PLAN as a 10th grader.

PLAN is very similar in content and format to EXPLORE, but is typically taken by 10th graders. PLAN is more difficult than EXPLORE, as it includes material appropriate to higher grade levels. Therefore, the PLAN Composite score scale (1–32) extends higher than that of the EXPLORE Composite score scale (1–25).

Despite these differences (as discussed on page 7), EXPLORE and PLAN are on approximately the same score scale. This means that EXPLORE and PLAN should produce about the same scores for an 8th-grade student who took the two test batteries on the same day and under the same conditions. When EXPLORE and PLAN are taken one or two years apart, differences in the scores are likely to reflect changes in students' levels of academic achievement within the limits of measurement error.

Students' estimated PLAN Composite score ranges can be used in planning for high school and preparing for the ACT. If they improve their study skills and take more challenging courses, students are likely to achieve a higher actual PLAN performance than their estimated range suggests. The Coursework Planner will help students identify the courses they might take to help them increase their skills.

Estimated PLAN Composite score ranges were developed using data for examinees who had taken EXPLORE in the fall of 8th grade, spring of 8th grade, fall of 9th grade, or spring of 9th grade, and PLAN during the fall of 10th grade. ACT developed a PLAN Composite score range for each EXPLORE Composite score; each range included approximately 75 percent of the PLAN Composite scores actually earned by students with that EXPLORE Composite score.

Both EXPLORE and PLAN are curriculum-based testing programs. This is one reason we expect that some students will fall short of or improve upon their estimated PLAN Composite score ranges. Students should be reminded that the PLAN Composite score range is an estimate, not a guarantee. If students do not maintain good academic work in school, their actual PLAN Composite scores may fall short of their estimated score ranges. The converse is also true: some students who improve their academic performance may earn PLAN Composite scores higher than their estimated score ranges.

Figures 5 through 8 present estimated PLAN Composite score ranges for students who took EXPLORE in the 8th and 9th grades.

For more details on the construction of the ranges and the data sets used to establish them, contact Dr. Dean Colton, 319/337-1171.

EXPLORE SCORE	PLAN INTERVALS	
	LOW SCORE	HIGH SCORE
1	8	11
2	8	11
3	8	11
4	8	11
5	10	13
6	10	13
7	10	13
8	10	13
9	10	13
10	11	14
11	12	15
12	13	16
13	14	17
14	15	18
15	16	19
16	17	20
17	18	21
18	19	23
19	19	23
20	20	24
21	21	25
22	23	27
23	24	28
24	25	29
25	27	30

Figure 5. Grade 8 Fall
Estimated PLAN Grade 10 Composite Score Intervals for EXPLORE Fall **Grade 8** Composite Scores

EXPLORE SCORE	PLAN INTERVALS	
	LOW SCORE	HIGH SCORE
1	8	12
2	8	12
3	8	12
4	8	12
5	8	12
6	9	12
7	10	13
8	11	14
9	11	14
10	11	14
11	12	15
12	12	15
13	13	16
14	14	17
15	15	18
16	16	19
17	17	20
18	18	22
19	19	23
20	20	24
21	21	25
22	22	26
23	23	27
24	24	28
25	25	29

Figure 6. Grade 8 Spring
Estimated PLAN Grade 10 Composite Score Intervals for EXPLORE Spring **Grade 8** Composite Scores

EXPLORE SCORE	PLAN INTERVALS	
	LOW SCORE	HIGH SCORE
1	8	12
2	8	12
3	8	12
4	8	12
5	8	12
6	9	12
7	9	12
8	9	12
9	9	12
10	10	13
11	11	14
12	11	14
13	12	15
14	13	16
15	14	17
16	15	18
17	16	19
18	18	21
19	19	22
20	20	24
21	21	25
22	22	26
23	23	27
24	24	28
25	26	30

Figure 7. Grade 9 Fall
Estimated PLAN Grade 10 Composite Score Intervals for EXPLORE Fall **Grade 9** Composite Scores

EXPLORE SCORE	PLAN INTERVALS	
	LOW SCORE	HIGH SCORE
1	8	12
2	8	12
3	8	12
4	8	12
5	8	12
6	10	13
7	10	13
8	10	13
9	11	14
10	11	14
11	12	15
12	12	15
13	13	16
14	14	17
15	14	17
16	15	18
17	16	19
18	17	20
19	18	21
20	19	22
21	20	24
22	21	25
23	22	26
24	23	28
25	25	29

Figure 8. Grade 9 Spring
Estimated PLAN Grade 10 Composite Score Intervals for EXPLORE Spring **Grade 9** Composite Scores

Your Plans

YOUR HIGH SCHOOL COURSE PLANS COMPARED TO CORE

This chart compares courses the student has taken or plans to take to the ACT core courses (four years of English and three years each of mathematics, social studies, and science), recommended by ACT as the minimum for students to be prepared for entry-level college courses or work training. Students who take the recommended core curriculum are generally better prepared for college-level courses or work training than students who do not take the core curriculum.

YOUR REPORTED NEEDS

This section identifies self-reported needs for assistance in seven different areas. It will help the teacher gain a better understanding of how the student perceives his or her performance and determine whether that perception is realistic. Further, a comparison of the needs assessment with test scores can identify areas in which the student needs support and guidance. Considered together with the information from career and educational plans and the ACT Interest Inventory (UNIACT), these results offer a unique basis on which to begin high school coursework planning.

YOUR PLANS FOR AFTER HIGH SCHOOL

This section provides self-reported educational plans for post-high school education or training. This can be a stimulus for discussion about how career plans, postsecondary education or job training plans, and academic skill development influence each other.

EDUCATIONAL AND CAREER PLANS

The student's career plan is described as a career area. Career areas are described on page 21 and in Appendix B.

In examining the student's educational and career plans, it would be useful to consider the following questions:

- Did the student provide information about both educational and career plans?
- Do the educational and career plans complement each other? (It would not be realistic, for example, to plan for only two years of college if a student wants to become an architect.)
- Are the student's educational and career plans consistent with what you know about the student? Are they reflections of what the student wants and is interested in?
- Are the student's educational and career plans consistent with the results of the tests? (For example, a student planning for a career in the sciences based on four years or more of college and who scores low on the Mathematics and Science Tests can be encouraged to think more about his or her career interests and/or work on areas of weakness.)
- Are the educational and career plans consistent with the student's interests as presented in the Interest Inventory results? (For example, plans for a career in a service industry when the student is more interested in "things" than "people" may require further exploration and clarification.)
- Are the student's educational and career plans consistent with areas in which he or she expressed a need for help?
- Are the student's educational and career plans consistent with coursework plans? Does the student have a realistic view of the coursework required to fit his or her educational plans?

COLLEGE READINESS

This chart compares the student's scores on each of the four EXPLORE tests to the ACT College Readiness Benchmark Scores to provide an early indication of how well students are preparing for college-level work by the time they graduate from high school. Students scoring at or above these benchmark scores are likely on track to succeed in introductory college-level coursework. Students scoring below the benchmark scores can identify areas of academic need, with plenty of time before graduation to get on track for college.

Your Career Possibilities

Using Your EXPLORE Results guides students through a series of activities in which they learn how to identify career interests, explore those interests, and make good choices in their remaining high school courses. Students are not asked to make lifelong decisions about careers, but rather to begin the process of exploring future career possibilities. These activities use information from the bottom half of the first page of the Student Score Report, *Using Your EXPLORE Results*, and **www.explorestudent.org** to encourage students to think about and act upon the following areas:

- Career exploration
- Level of preparation required after high school for career/occupational interests
- Identification of special career-related subject areas for attention
- Specific plans regarding high school coursework and schedules

Most 8th- and 9th-grade students are in the early stages of career development and do not have highly crystallized career (educational and vocational) goals. While some students do report career goals, these goals are often unrealistic. Career plans *develop* and *change* over time; it is common for students reporting career goals to modify their original plans several times as they progress through school. It is often helpful to reassure students that this is natural.

The EXPLORE student guide *Using Your EXPLORE Results* is designed to help students begin to focus on personally relevant career possibilities using their career plans, Interest Inventory (UNIACT) results, and the World-of-Work Map. By examining the career areas in their map regions, students can discover the range of possibilities that are consistent with their interests and plans.

Students can identify and explore specific occupations at **www.explorestudent.org**. This site contains information (work tasks, entry requirements, salaries, growth, etc.) on over 500 occupations. Occupations are organized by career area to facilitate exploration. Students can also access more detailed information about a wider range of occupations through the ACT DISCOVER® program. For more information about DISCOVER, go to **www.act.org/discover**.

Since career plans develop and change over time, it is common for students to find that their current career plans are not in line with their measured interests. Some students may need to be reassured that this is common. Encourage students to consider both career plans and interests as they explore occupations. Although career plans are personally relevant, they are often quite tentative at this age. Thus EXPLORE uses them to help students explore related occupational options.

Students typically know very little about most occupations and are often surprised by what they learn. Following individual career exploration at **www.explorestudent.org** and other resources, students can benefit from group discussions in which they share what they've learned about occupations they've explored.

CAREER CLUSTERS

A number of high schools and school districts across the country are restructuring their curricula around the ACT career clusters. Career clusters are shown on the periphery of the World-of-Work Map (see page 41). Although career exploration activities at **www.explorestudent.org** focus on career areas in World-of-Work Map regions, career exploration can focus instead on career clusters. The connections between ACT career clusters and career areas are shown in Figure 9. Although fewer in number and thus broader in scope, career clusters serve the same purpose as career areas. Occupations in clusters are similar to each other with respect to work tasks, purpose of work, and work setting.

ADMINISTRATION & SALES
A. Employment-Related Services
B. Marketing & Sales
C. Management
D. Regulation & Protection

BUSINESS OPERATIONS
E. Communications & Records
F. Financial Transactions
G. Distribution & Dispatching

TECHNICAL
H. Transport Operation & Related
I. Agriculture, Forestry & Related
J. Computer & Information Specialties
K. Construction & Maintenance
L. Crafts & Related
M. Manufacturing & Processing
N. Mechanical & Electrical Specialties

SCIENCE & TECHNOLOGY
O. Engineering & Technologies
P. Natural Science & Technologies
Q. Medical Technologies
R. Medical Diagnosis & Treatment
S. Social Science

ARTS
T. Applied Arts (Visual)
U. Creative & Performing Arts
V. Applied Arts (Written & Spoken)

SOCIAL SERVICE
W. Health Care
X. Education
Y. Community Services
Z. Personal Services

Figure 9. ACT Career Areas by Career Cluster

INFORMATION FOR COUNSELORS

As noted earlier, the six interest areas assessed by UNIACT parallel Holland's (1997) six types of interests and occupations. These scores are translated to World-of-Work Map regions to facilitate career exploration. In order to conserve space and "keep it simple," the six UNIACT interest scores are not interpreted on the EXPLORE Student Score Report. Instead, the six scores, expressed as stanines, are printed near the bottom of side 1 in the box labeled Information for Counselors. These stanine scores range from 1 to 9 with a mean of 5 and a standard deviation of 2 based on a nationally representative sample of 8th-grade students.

In the example shown below, the student's UNIACT stanine scores are as follows (Holland types are shown in parentheses): Realistic (6), Investigative (8), Artistic (5), Social (4), Enterprising (4), and Conventional (3).

Counselors familiar with Holland's occupational types and occupational classification system may want to use these scores to offer a clinical interpretation of the student's interests, and use the student's "3-letter code" (in this example, IRA) to identify specific occupations for exploration.

Information for Counselors	*Scores: R6 I8 A5 S4 E4 C3* *%Like, Indifferent, Dislike: 34—21—45*

Example Counselor Information

INTERPRETING UNIACT ITEM RESPONSE PERCENTAGES

The percentages of like, indifferent, and dislike responses to UNIACT are provided in the Information for Counselors box on side 1 of the Student Score Report. These percentages reflect the student's response style in answering the inventory. A high percentage of like responses will elevate the scale scores and, conversely, a high percentage of dislike responses will lower the scale scores. This information can alert counselors to unusual patterns of UNIACT responses. For example, a student who responds dislike to a very high percentage of items will have a low and undifferentiated (flat) score profile. In some cases, this information will reveal why a student obtained Region 99 results (see Appendix C).

ITEM RESPONSES

On side 2 of the Student Score Report, students will find the correct response to each test item in the EXPLORE test listed. Next to the correct responses are the student's responses. If the student's response was correct, a "+" is listed; if incorrect, the letter of the response chosen by the student is indicated. If the item was omitted, a zero ("0") appears. If the student marked more than one answer for the item, a "*" is listed. For the English Test a third column indicates the content area to which each item in the tests belongs (u = Usage/Mechanics; r = Rhetorical Skills).

This information can help students better understand their performance on each EXPLORE test. For instance, students might:

- Identify and reexamine the items missed in a test to understand why each item was answered incorrectly.
- Identify those areas in the English Test that were particularly difficult by referring to the subscores.
- Review content areas they found difficult, especially if those constitute a large proportion of the test.

Because of particular testing arrangements in some districts or states, the item response information may not be present.

SUGGESTIONS FOR IMPROVING SKILLS

Side 2 of the Student Score Report also provides students with descriptions of the skills and knowledge they have most likely already developed and with practical ideas for building their skills and knowledge further.

For each content area on the tests, the report gives descriptions (based on the ACT College Readiness Standards) of what the student most likely knows and is able to do, based on the test scores the student attained.

Similarly, the report offers suggested learning experiences (based on the ideas for progress associated with the College Readiness Standards) that are designed to help students strengthen their skills and understanding in each subject area. These learning experiences also are based on the the individual student's test scores.

Students are encouraged, both in the booklet *Using Your EXPLORE Results* and on **www.explorestudent.org**, to discuss the suggested learning experiences with their teachers,

counselors, and parents, in the interest of getting the most out of their courses and reaching the goal of being "college ready."

Some of the ideas for academic improvement offered on the report suggest individual activities, such as editing an essay. Other ideas suggest that students discuss readings and concepts with others. All the ideas offered are intended to stimulate learning in, and further exploration of, the content areas. In discussing the ideas with your students and with parents, you may wish to ask the student which ideas seem best to him or her, or whether the student has alternative ideas to suggest. You might emphasize some ideas over others, propose your own related ideas, or make specific suggestions of readings, activities, and other learning opportunities, based on your personal knowledge of the student.

Coursework Planner

The Coursework Planner helps students organize the information they need to begin making high school course-planning decisions for next year and subsequent years. This activity leads to general course recommendations and encourages students to seek information from your school on courses required for graduation and courses that will prepare them for college. The activities in the Coursework Planner generate a preliminary list of courses, while helping students see the relationships between course plans and general career plans. Your students may develop a greater sense of responsibility for making educational decisions if information gathered via the Coursework Planner is considered during course scheduling.

The Coursework Planner can be found in the student booklet *Using Your EXPLORE Results*. A sample Coursework Planner and a blank form are provided in Appendix A, pages 38 and 39.

To begin the Planner, students are asked to select two or three preferred Career Areas. These selections flag a list of high school course subject areas related to those career areas. Subsequent steps ask the student to list core courses that will prepare them for college, as well as courses required for high school graduation. The worksheet provides space for students to develop a preliminary set of course plans from these different sources of information. Students are encouraged to seek the help of a counselor or teacher to complete the Planner.

Students should consider their academic strengths and weaknesses, self-reported needs, and past grades. Coursework plans should address weaknesses and build on strengths. Also, because most students at this level are unlikely to have set career goals, future thinking about career goals can be enhanced by encouraging students to take courses that expose them to new subject areas and new ways of expressing themselves.

Counselors should consider whether a student's course plans seem appropriate in light of other EXPLORE information. Is the student with a high Mathematics Test score and Interest Inventory results in Region 8 (mathematician, chemist, etc.) planning to take additional mathematics courses? Is the student with a high English Test score and Interest Inventory results in Region 11 (journalist, editor, etc.) planning to take additional English courses? EXPLORE facilitates exploration of educational options by helping students identify tentative goals and focusing attention on the steps necessary to achieve them.

To complete the Coursework Planner worksheet, you will need to provide students with the following:

- Courses that satisfy college admission requirements
- Courses that satisfy high school graduation requirements
- Courses at your school that parallel the generic courses listed in the Coursework Planner.
- Any information about technical or "tech prep" courses offered by your school, and their program requirements

This information will be particularly helpful if the courses are organized into the subject areas shown on the Coursework Planner worksheet.

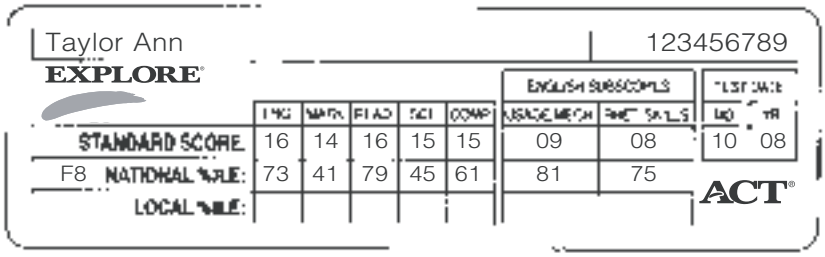
EXPLORE Reports and Data Services

Standard Package

The EXPLORE Standard Package includes the following items:

Student Score Reports. Two copies of each Student Score Report will be provided to your school. See figures 4a and 4b on pages 14 and 15 for more details about the information provided in this report.

Student Score Labels. Student Score Labels are self-adhesive labels to be affixed to a student's permanent record. Two copies of each Student Score Label will be provided to your school.



Student Roster. The Student Roster is an alphabetical listing of all students tested showing, by student, the test scores, local and national percentile ranks, career and educational plans, and coursework plans in selected subject areas.

School/District Profile Summary Reports. Every school testing with EXPLORE will receive a School Profile Summary Report featuring the following information:

- Detailed presentation of EXPLORE performance in each of the four test areas and subscore areas
- Breakdown of EXPLORE performance by gender and racial/ethnic background
- Comparison of your students' performance with national norm groups' performance
- Summary of current career plans, self-reported needs for help, and educational aspirations of your students.

Districts ordering EXPLORE for their schools will also receive a District Profile Summary Report of the above information, with district-wide results based on the aggregated data from all participant schools. This district report also includes the following:

- A School Summary Profile Report for each school in the district
- Summary of locally-developed items
- Comparisons, by subject area, of the average scores attained by students in the individual schools with district-wide and national norm group averages.

Early Intervention Rosters. Early Intervention Rosters include three lists identifying students from your school who qualify under the following categories:

- Students who reported that they do not plan to complete high school or have no post-high school educational plans
- Students who earned an EXPLORE composite score at or below the national 10th percentile for students nationwide in the appropriate norm group
- Students who expressed a need for help in one or more selected areas.

Presentation Packet. The Presentation Packet includes full-page, black-and-white charts displaying aggregate EXPLORE results presented in the School Profile Summary Report, plus a picture of three-year trends in average EXPLORE scores.

College Readiness Standards Reports. The College Readiness Standards Reports describe the skills and knowledge of your EXPLORE-tested students, based on their scores, and summarize the progressive development of skills by EXPLORE content area. The five reports—one each for English, mathematics, reading, science, and one overall profile—show how well your students are meeting expectations and provide suggestions for learning activities to enhance students' skills and knowledge.

The supporting materials below can be found at ACT's College Readiness Standards website, **www.act.org/standard**.

- *Connecting College Readiness Standards to the Classroom* instructional guides for each of the four content areas, including: (1) understanding and using the College Readiness Standards reports; (2) descriptions of the tests; (3) ACT's College Readiness Standards (what students are likely to be able to do at various score levels); (4) sample test questions by College Readiness Standard; (5) instructional activities that incorporate the College Readiness Standards; and (6) information to assist teachers as they assess and work to improve students' readiness for college-level coursework.
- An administrator's guide with test descriptions, score interpretation, a curriculum review activity, and discussion of college readiness.
- A *Curriculum Review Worksheets* booklet to help teachers link what they teach to the skills and understandings measured in EXPLORE.

Enhanced Reporting Package

The EXPLORE Enhanced Reporting Package includes all the reports in the Standard Package **plus** the following:

Local School and District Norms. The Enhanced Reporting Package automatically includes local (school) norms on the EXPLORE Student Score Report. When a district orders the EXPLORE Enhanced Reporting Package, both school- and district-level norms will appear on the Student Score Report.

Local norms (and, by extension, aggregate district-level norms) will be calculated for records submitted under a single School Header. Schools testing more than one grade must sort their answer documents by grade and submit them to ACT with a completed School Header for each grade.

District norms may cause a slight delay in the shipment of all score reports as these reports cannot be created until all of the district's participating schools have returned their answer folders to ACT.

Item-Response Summary Report. This report provides tables describing the item-by-item performance of your EXPLORE examinees. Item-response results are categorized by test (e.g., English), by subscore (e.g., Usage/Mechanics), and by content area (e.g., Punctuation) and provide comparisons to other students taking the same test form. This report is available for individual schools or for multi-school districts.

Research Data File. All files are delivered on CD in both ASCII and CSV formats to provide flexibility for EXPLORE customers. This service provides complete EXPLORE data on every student tested in your school or district, enabling you to:

- Import relevant EXPLORE data into your local student database
- Develop a customized EXPLORE database to address specific issues and concerns
- Extend or expand the analyses offered through other EXPLORE services
- Develop a multiyear EXPLORE database for studying trends in your district.

It is important to note that if you submit answer folders for multiple grades, your school will automatically receive (as part of either the Standard or Enhanced Reporting Package) aggregate reports for the grade with the most folders. You may order additional custom aggregate reports for other grades by calling EXPLORE Customer Services at 800/553-6244, extension 1892.

Customized Reporting Services

Class/Group Profile Summary Reports. This service provides Profile Summary Reports for groups with five or more valid records based on Class/Group Headers submitted with answer folders at the time of scoring. Class/Group Headers can be requested by calling EXPLORE Customer Services at 800/553-6244, extension 1892.

Customized Profile Summary Reports. The EXPLORE Customized Profile Summary Report allows you to select the subgroup for which the report will be prepared. Customized reports can be useful in examining the performance of specific groups of students. Select subgroups using any information included in the EXPLORE student record, such as gender, racial/ethnic background, educational plans, or No Child Left Behind categories.

Customized College Readiness Standards Reports. The Customized College Readiness Standards Reports examine EXPLORE performance by gender, racial/ethnic background, and course plans meeting (and not meeting) core.

For further information about any of the College Readiness Standards, please contact Jack Mully, ACT Educational Services, at 800/294-2875.

Custom reports normally take two to three weeks (10–15 business days) to process, but may take longer during peak testing periods to accommodate large volumes of aggregate reporting.

Administering EXPLORE at Your School

EXPLORE Test Materials

Test Booklets

EXPLORE uses a new test form each year. Be certain that you do not administer test forms remaining from previous years. **These forms cannot be scored.**

Each school purchasing EXPLORE is responsible for the security of test booklets and other materials. These materials should be stored in a locked room or cabinet and access should be limited to the test supervisor or school administrator. Test booklets should be given to the room supervisors personally rather than left in an unattended testing room. Current test booklets should be stored after test administration and returned to students with their score reports.

Other Test Materials Sets

The following materials are supplied by ACT with the purchase of the EXPLORE Standard Package or Enhanced Reporting Package.

- *Test Supervisor's Manual* (this manual)—general information for school administrators and counselors about the EXPLORE program, interpretation of reports, ordering optional reports, and administration
- *Room Supervisor's Manual*—one per 20 students tested
- *Why Take EXPLORE?*—pretest information for students and parents
- *Instructions for Completing Your Answer Folder*
- Answer folders
- Return envelope(s), pre-addressed to EXPLORE Scoring Services
- School Headers
- Class/Group Headers (only if requested on order form)

Why Take EXPLORE? and *Using Your EXPLORE Results* are available in Spanish for parents whose primary language is Spanish. (Copies may be ordered from ACT or downloaded from **www.act.org/explore**.)

EXPLORE Technical Manual

An updated technical manual for EXPLORE, detailing technical specifications and reliability and validity data for the EXPLORE tests, was published in 2007. A PDF file of the manual is at **www.act.org/explore/pdf/TechManual.pdf.**

Special Testing Materials

Students with physical or learning disabilities who cannot complete the EXPLORE tests in the standard time limits using the standard test materials may be tested under special conditions and/or using special testing materials available from ACT.

ACT offers EXPLORE test forms in braille and 19-point large-print, on audiocassette tapes or compact discs, and as reader's scripts. Large-print answer sheets are also available for motor- or vision-impaired students to mark test item responses. Call EXPLORE Customer Services at 800/553-6244, extension 1892, for ordering information.

Options to Consider *Before* Administration

EXPLORE offers a number of options to enhance your assessment results. ACT recommends that you discuss these options with your school or district administration, assessment staff, and faculty well in advance of your EXPLORE testing.

Administering EXPLORE: 1-Day or 2-Day Administration

If the entire EXPLORE program is administered in one day, the Student Information and other noncognitive components of the test should be administered first, followed by the academic tests (English, Mathematics, Reading, and Science).

Because of the time required to complete the noncognitive portions of EXPLORE, some schools prefer to administer EXPLORE over a two-day period. In this case, the noncognitive portions of should be administered on Day 1, and the academic tests on Day 2. If your schedule allows, this option may increase the students' focus and minimize testing fatigue. However, care must be taken to ensure that students have the correct answer folder on Day 2. **In no case should the cognitive portion of EXPLORE be administered prior to the noncognitive portion.** Doing so increases the risk of students filling in random bubbles on the test sections if they did not complete a section of the test or otherwise making extraneous marks that can affect scoring.

Choosing a Testing Option

Prior to the test day, determine which of the following administration options will be used for the student information section. Remember that these sections should be administered **prior** to the tests and will take approximately 40–50 minutes. You and your staff may select either of the following options for the administration:

- **Option 1:** Test supervisor reads all directions aloud to the students as they follow along with their copies of *Instructions for Completing Your Answer Folder*.
- **Option 2:** Students read the directions themselves from their copies of *Instructions for Completing Your Answer Folder*.

Pre-ID Labels

If you are testing a large number of students and/or want to shorten administration time and improve accuracy of student demographic data, you may want to order the ACT Pre-ID Label service. Using a student data file you provide in a prescribed format, personalized labels will be printed for your students with your school name, the student's name, ID number, date of birth, gender, and the test form being used. Call ACT Customer Services at 800/553-6244, extension 1892, to order this free service. ACT will send details for file preparation. **Please note that no changes may be made to pre-ID label information. Answer folders will be scored using the data as printed from the pre-ID label file you provide.**

Class/Group Headers

Class/Group Headers may be used to identify student test results by classroom or other grouping. If Class/Group Headers are used, the test supervisor can indicate on the School Header whether Student Score Reports and/or Rosters are to be produced by class/group or by school. Summary reports by class/group can also be ordered through EXPLORE Reporting Services for an additional fee. Class/Group Headers can be ordered on the EXPLORE District/School Order Form.

Student Identification Numbers—Block H

The EXPLORE answer folder allows for a student identification number of up to 15 digits. Use of a student ID number is particularly important if you wish to track students' progress from EXPLORE to PLAN and the ACT through linkage reports ordered from ACT or to match student scores back to your student database. The student ID number may be a Social Security or other ID number assigned by your school, district, or state.

Optional Sort Codes—Block I

Three-digit Optional Sort Codes may be used as an alternative or additional method of identifying student test results by classroom, teacher, or other grouping. Customized Profile Summary Reports may be ordered by sort code. There is an additional fee for these reports.

Supplemental Local Items—Block M

Block M on the EXPLORE answer folder allows collection of student responses to as many as 12 supplemental items developed by your school or district. Questions for this section might cover topics such as the number of hours spent studying, watching television, or working each day or week; interest in vocational/technical courses, or student opinions about various aspects of the school environment. Questions may be designed for students to select more than one response per item. Your EXPLORE Profile Summary Report will include a table summarizing student responses by item number and response option. Responses are also included in student records ordered on CD.

If your school/district chooses to develop and administer supplemental items, each room supervisor should have sufficient copies of the items to distribute to students during administration of the Student Information sections.

Current School Codes or High School Choices—Blocks R and S

If you are conducting high school admissions testing and need to order reports by Current School Code (block R on answer folder) or High School Choices (block S on answer folder), provide your room supervisors with instructions for filling out blocks R and/or S. (The Current School Code would probably not be the school at which the student is testing.) If you need these special reports by current school (not testing site) or by high school choices, please call EXPLORE Customer Services at 800/553-6244, extension 1892, for instructions.

Testing Students With Disabilities and Special Needs

Students with physical or learning disabilities who cannot complete the EXPLORE tests in the standard time limits, using standard test materials, may be tested under special conditions and/or using special testing materials available from ACT. All non-test portions of the EXPLORE program can be completed with the assistance of a reader or marker in an untimed setting.

Recommended Eligibility Requirements for Accommodated Testing

Administration of EXPLORE with special accommodations is entirely at the discretion of school personnel. However, ACT recommends accommodated administrations of EXPLORE only for students with **current documented disabilities** who have been **professionally diagnosed** as physically or learning disabled such that they cannot test under standard conditions. Students best served by the use of a testing accommodation are those for whom the accommodation would minimize the impact of the student's disability when it is not relevant to the primary focus of the assessment, thus giving a more accurate picture of the student's ability. To be considered current, the diagnosis should have been made or reconfirmed within the last three years. An Individual Education Plan (IEP) or 504 plan on file at the school within the last three school years is generally acceptable evidence of reconfirmation. It is not necessary to have EXPLORE testing accommodations approved by ACT. Students' answer folders must be marked appropriately in the Accommodations section at the top of page 2 of the answer folder to show the primary accommodation given.

Accommodated testing may be administered at a time mutually convenient for the student and test supervisor, as close as possible to the date on which EXPLORE is administered to other students. Students receiving extended time, any type of assistance from a reader or marker, or testing with an audiocassette or compact disc should be tested in a separate room. Tests should be administered at the school, not in the supervisor's home or other location, unless the student is currently confined to the home or is receiving homebound instruction. Parents should not administer the tests to their own children.

Accommodated Testing Options

Students with visual impairment or blindness may use a large-print (19-point) or braille test form, have the test read to them, have assistance in marking their responses, use a large-print response worksheet, and/or receive extended time. A reader's script and audiocassette or compact disc test forms for the EXPLORE tests are available from ACT.

Students with hearing impairments whose hearing loss has caused a reading disability may be considered for extended time. An interpreter may assist with the pre-test information and instructions but not the test items. A copy of the verbal instructions to students can be provided for the student to read.

Students with learning disabilities may be eligible for extended time and/or a reader/audiocassette or compact disc, consistent with testing accommodations currently provided at the school.

Students with motor disabilities that affect their ability to mark the answer folder may be eligible for extended time, use of large-print materials or a reader, or assistance in marking responses.

For students who use a large-print response worksheet, item responses must be carefully transferred by school personnel to a standard EXPLORE answer folder for scoring. ACT is **not** responsible for scoring a large-print worksheet or transferring responses to a standard answer folder.

Marking Accommodations Codes On the Answer Folder

Room supervisors will find instructions in the EXPLORE *Room Supervisor's Manual* for marking appropriate codes on the EXPLORE answer folder for students testing with an accommodation. If, as test supervisor, you will be filling in the accommodation codes, please refer to page 19 of the *Room Supervisor's Manual*.

Ordering Special-Format Test Materials

ACT offers test books in braille and large-print (19-point), on audiocassette or compact disc, and as reader's scripts. Large-print response worksheets are also available for students with motor or vision impairments to mark item responses for EXPLORE. Order special testing materials with the EXPLORE order form or by calling ACT at 800/553-6244, extension 1892.

Scheduling Testing Sessions

ACT recommends that the EXPLORE tests (English, Mathematics, Reading, and Science) be administered in one session, consistent with the administration model used in the national norming study. Plan for approximately 3 hours total administration time. If desired, the noncognitive sections may be completed on a day prior to the tests to shorten the test day administration time.

Total for Noncognitive Sections	40–50 minutes
Test Section:	
English (40 items)	30 minutes
Mathematics (30 items)	30 minutes
Break	3–5 minutes
Reading (30 items)	30 minutes
Science (28 items)	30 minutes
General Administration	10 minutes (approximate)
Total for Test Section	135 minutes

The tests should be administered in the order presented in the test booklet (English, Mathematics, Reading, and Science), allowing exactly 30 minutes for each test.

ACT recommends that all four tests be administered in one session, since this model was used in the national EXPLORE norming study. However, if you must administer the tests in more than one session, begin each session following the instructions on page 14 of the *Room Supervisor's Manual* (changing the test number as appropriate), then proceed to the section pertaining to the test being administered. All sessions should be ended using the directions on page 17 of the *Room Supervisor's Manual*. Provide each student with two sheets of scratch paper for each session. Collect the scratch paper at the end of each session and destroy used sheets. Unused sheets can be redistributed at subsequent sessions.

Makeup Testing

Makeup testing sessions for students who are absent or become ill during scheduled test sessions should be administered in accordance with the standard test administration procedures described in this manual. Return all answer folders to the ACT scoring center at the same time to assure that your School Profile Summary Report is complete.

Selecting and Training Testing Staff

A room supervisor is needed in each testing room to read directions and monitor students. If test rooms are likely to have more than 25 students, additional personnel should be assigned to assist the room supervisor. **Be sure that all personnel who will assist with testing are familiar with the contents of the *Room Supervisor's Manual*.**

Before the test day, all testing personnel should read all of the instructions very carefully, particularly those enclosed in the shaded boxes. ACT recommends that you conduct a briefing session for all testing staff to discuss the testing guidelines and local options that have been selected.

Selecting Testing Rooms

Select testing rooms that offer adequate writing surfaces, uncrowded seating, good lighting, comfortable temperatures, a quiet atmosphere, and freedom from distraction. Students should all face the same direction during testing. In general, classrooms are more likely to provide such conditions than auditoriums or cafeterias.

Writing surfaces should be large enough to accommodate the test booklet and answer folder side-by-side. Students should not be distracted by inadequate writing surfaces. Lap boards are not recommended.

Preparing Students for the Test Day

A few days prior to the test day, distribute copies of *Why Take EXPLORE?* and instruct students to bring the following as you determine appropriate:

- Student ID number (to be used for positive identification of their record)
- Two No. 2 pencils with erasers
- A calculator with the four basic functions plus square root function (schools may provide calculators for all students)
- A watch to pace themselves (optional)

Pre-Test Activities to Be Completed by the Test Supervisor

The test supervisor must provide the continuity and administrative uniformity necessary to ensure that the students at the center are tested under the same conditions as other centers and to ensure the security of the examinations. The supervisor's specific responsibilities are to:

- Check all materials shipped from ACT and report any discrepancy between the packing list and contents of the shipment. Make sure you have School Headers (included in the Test Supervisor's Packet). Call EXPLORE Customer Services at 800/553-6244, extension 1892, to report any discrepancies in materials.
- Secure test materials.
- Read and thoroughly understand the policies, procedures, and instructions in this manual.
- Select and train qualified staff.
- Select and reserve testing rooms.
- Plan seating arrangements.
- Assemble additional materials to be available in each test room:
  - two pieces of scratch paper per student
  - pencil sharpener in each test room
  - supply of No. 2 pencils
  - supply of calculators for the Mathematics Test if you want to provide these for students.
- Count materials for each room, being sure to record the number of test books assigned to each room.
- Prepare testing rooms.
- Provide roster of students assigned to each test room and provide instructions for marking the roster (optional).

Post-Test Activities to Be Completed by the Test Supervisor

Check EXPLORE Answer Folders

Test Form

Flip through the answer folders to make sure that each student has marked the correct test form code in block **K** at the bottom of page 1. This will ensure that the answer folders are scored against the correct EXPLORE test form.

Clarity of Markings

Did the students fill the answer ovals with dark pencil markings? If not, darken the student markings.

Special Status Codes

ACT offers this mechanism for identifying records of students with particular characteristics for Title I or other subgroup analysis. Due to potential sensitivity of some characteristics, ACT highly recommends that you or another school administrator mark this information in the shaded box at the bottom of page 1 of the answer folder **after** students have finished testing.

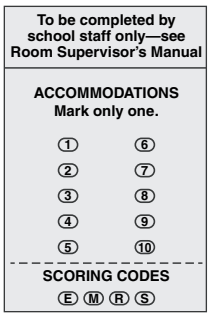
The assigned designation of each of these Special Status Codes is as follows:

HB	Homebound	FL	Free or reduced lunch
M	Title I Math	ME	Migrant Education Program
SE	Special Education	X	Locally designated
R	Title I Reading	Y	Locally designated
LEP	Limited English Proficiency	Z	Locally designated

Special status codes are reported on the Student Roster and in the Research Data File.

Accommodations Codes

If a student received a special accommodation, mark the appropriate circle in the accommodations box at the top of page 2 of the answer folder. Refer to page 19 of the *Room Supervisor's Manual*.



Voiding Answer Folders

If the room supervisor recommends that some or all of the test not be scored, you may void individual tests by marking the "Scoring Codes" below the Accommodations Codes at the top of page 2 of the answer folder. Mark "E" to void the English Test, "M" to void the Mathematics Test, "R" to void the Reading Test, or "S" to void the Science Test.

WARNING! If scoring codes are marked, the corresponding test will NOT be scored! Please be sure the scoring codes are marked only if you want one or more tests to be voided.

Completing Your School Header

To facilitate timely and accurate reporting of your EXPLORE results, it is essential that you fill out your School Header carefully. Two School Headers are provided with your testing materials. Unless you have more than one grade testing, you will only need one of the two School Headers provided. If you cannot locate these or need additional scannable forms, please call EXPLORE Customer Services at 800/553-6244, extension 1892. Please do not complete photocopied header sheets.

The School Header should identify the school where tested students are enrolled. Please contact EXPLORE Customer Services if you have questions about completing your School Header.

Figure 10 below will assist you in completing your School Header(s). A sample is shown in Figure 11 on page 35.

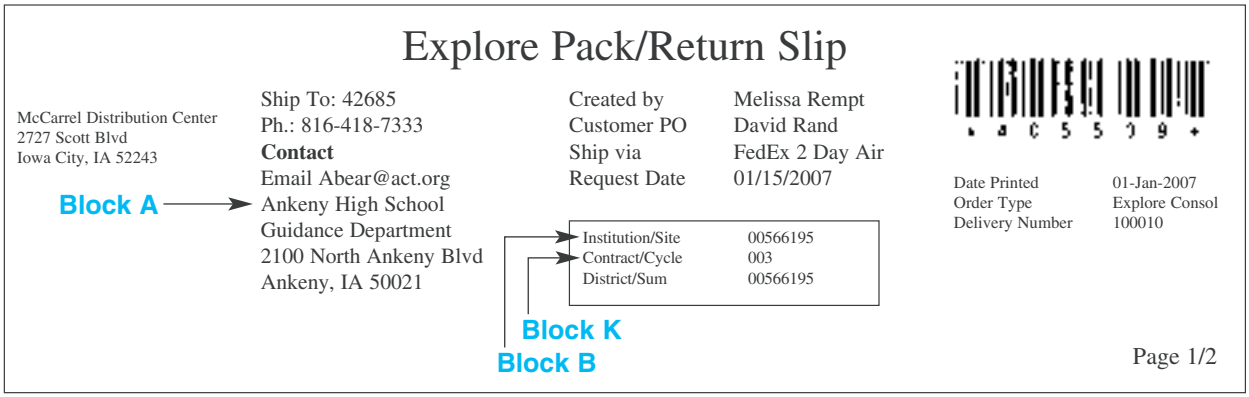
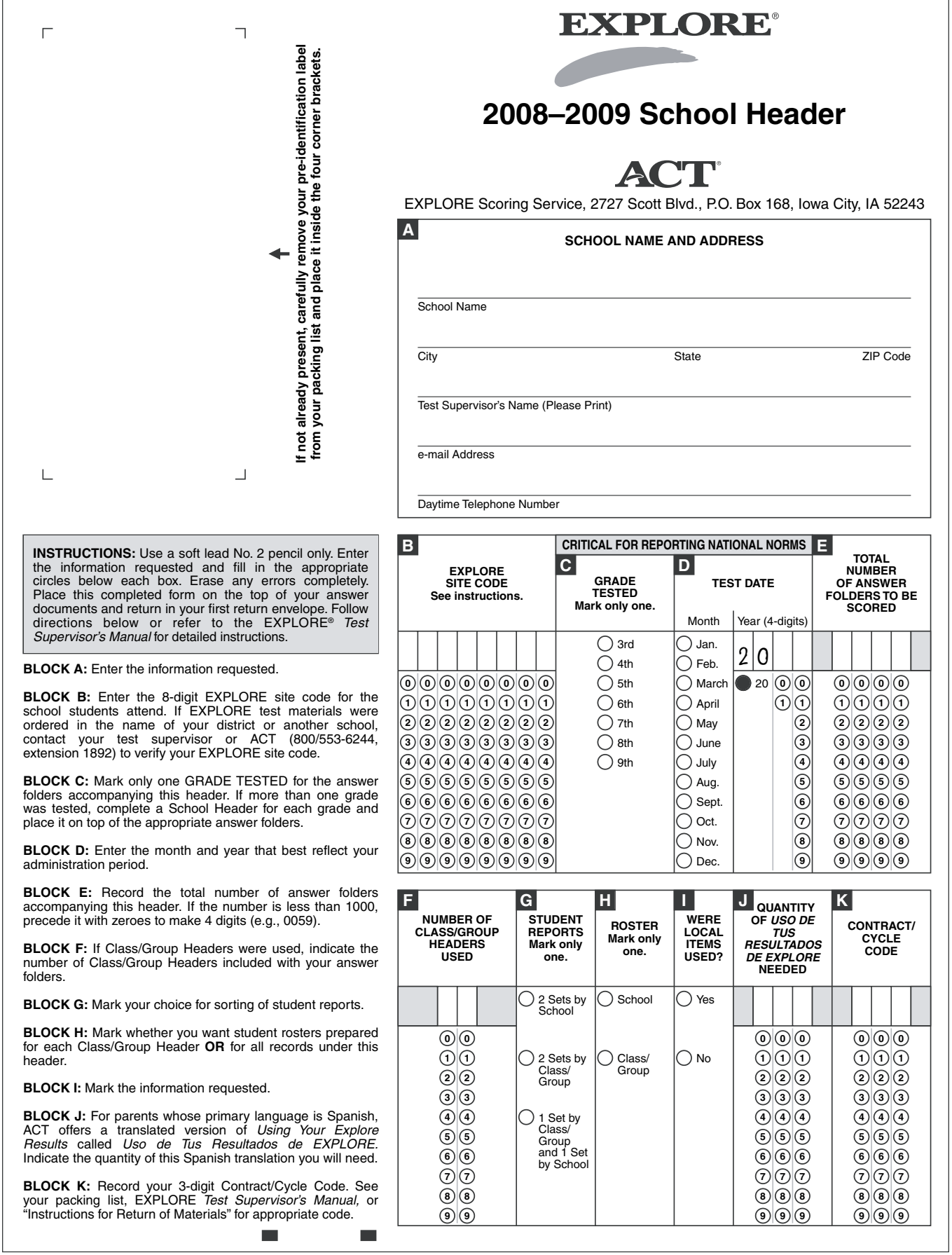


Figure 10. Materials Packing List

PLEASE NOTE!

Your responses to blocks C and D will determine the appropriate national norm group for your reports.

If you are unsure of the correct site code or cycle code to use, please call EXPLORE Customer Services at 800/553-6244, extension 1892.



EXPLORE®

2008–2009 School Header

ACT®

EXPLORE Scoring Service, 2727 Scott Blvd., P.O. Box 168, Iowa City, IA 52243

If not already present, carefully remove your pre-identification label from your packing list and place it inside the four corner brackets.

A SCHOOL NAME AND ADDRESS

School Name

City State ZIP Code

Test Supervisor's Name (Please Print)

e-mail Address

Daytime Telephone Number

INSTRUCTIONS: Use a soft lead No. 2 pencil only. Enter the information requested and fill in the appropriate circles below each box. Erase any errors completely. Place this completed form on the top of your answer documents and return in your first return envelope. Follow directions below or refer to the EXPLORE® *Test Supervisor's Manual* for detailed instructions.

B EXPLORE SITE CODE See instructions.

CRITICAL FOR REPORTING NATIONAL NORMS

C GRADE TESTED Mark only one.

○ 3rd ○ 4th ○ 5th ○ 6th ○ 7th ○ 8th ○ 9th

D TEST DATE

Month: ○ Jan. ○ Feb. ○ March ● April ○ May ○ June ○ July ○ Aug. ○ Sept. ○ Oct. ○ Nov. ○ Dec.

Year (4-digits): 2 0 ● 0 1

E TOTAL NUMBER OF ANSWER FOLDERS TO BE SCORED

F NUMBER OF CLASS/GROUP HEADERS USED

G STUDENT REPORTS Mark only one.

○ 2 Sets by School ○ 2 Sets by Class/ Group ○ 1 Set by Class/ Group and 1 Set by School

H ROSTER Mark only one.

○ School ○ Class/ Group

I WERE LOCAL ITEMS USED?

○ Yes ○ No

J QUANTITY OF *USO DE TUS RESULTADOS DE EXPLORE* NEEDED

K CONTRACT/ CYCLE CODE

BLOCK A: Enter the information requested.

BLOCK B: Enter the 8-digit EXPLORE site code for the school students attend. If EXPLORE test materials were ordered in the name of your district or another school, contact your test supervisor or ACT (800/553-6244, extension 1892) to verify your EXPLORE site code.

BLOCK C: Mark only one GRADE TESTED for the answer folders accompanying this header. If more than one grade was tested, complete a School Header for each grade and place it on top of the appropriate answer folders.

BLOCK D: Enter the month and year that best reflect your administration period.

BLOCK E: Record the total number of answer folders accompanying this header. If the number is less than 1000, precede it with zeroes to make 4 digits (e.g., 0059).

BLOCK F: If Class/Group Headers were used, indicate the number of Class/Group Headers included with your answer folders.

BLOCK G: Mark your choice for sorting of student reports.

BLOCK H: Mark whether you want student rosters prepared for each Class/Group Header **OR** for all records under this header.

BLOCK I: Mark the information requested.

BLOCK J: For parents whose primary language is Spanish, ACT offers a translated version of *Using Your Explore Results* called *Uso de Tus Resultados de EXPLORE.* Indicate the quantity of this Spanish translation you will need.

BLOCK K: Record your 3-digit Contract/Cycle Code. See your packing list, EXPLORE *Test Supervisor's Manual,* or "Instructions for Return of Materials" for appropriate code.

Figure 11. EXPLORE School Report Header

Ordering Optional Reporting Services

Pages 24–26 of this manual provide information about reports included in the Standard Package and the Enhanced Reporting Package. If you wish to order any customized reports, please contact ACT Customer Services at 800/553-6244, extension 1892.

Returning Answer Folders for Scoring

ACT recommends that all answer folders (standard, makeup, and special testing) be mailed together to ACT immediately after your last testing session. ACT will attempt to score all answer folders returned to the scoring center. Although a pre-addressed mailing envelope is provided, ACT highly recommends returning answer folders by a traceable method so that you may track their safe delivery to ACT.

If Class/Group Headers are being used, check them to be sure they have been completed properly and placed on top of the answer folders from the respective class or group (see Figure 12 on page 37). Insert up to 100 answer folders into each mailing envelope (provided by ACT). Do not split answer folders from any class/group between two envelopes.

If your Testing Irregularity Reports include any defective test materials or challenges of test items, include a copy of the report in your first envelope of answer folders.

Place your School Header on top of your stack of answer folders in your first envelope. Testing Irregularity Reports and Test Supervisor Comment Forms should be placed immediately below the School Header (see Figure 12 on page 37). If you have tested more than one grade, stack answer folders from each grade separately, **completing a School Header for each grade and marking the appropriate circle in block C**. The grade on the header helps determine the national norm group to be used on your reports. If no grade is marked or if more than one grade is marked on the same form, ACT will report national Fall 8th-Grade Norms.

If you are submitting a large number of answer folders for scoring, you may wish to use a single box rather than multiple envelopes to ensure that all materials arrive at the ACT scoring center together. Or you can secure two or more envelopes in a single bundle with clear packing tape.

If you are shipping or mailing more than one parcel, number the box(es) or envelopes in sequence—for example, 1 of x, 2 of x, etc., where x is the total number of EXPLORE parcels.

Use the pre-addressed mailing envelope(s) provided with your EXPLORE order or ship to **EXPLORE Scoring Services, 2727 Scott Boulevard, Iowa City, Iowa 52243-0168**.

Multiple-School Districts

If your district is administering EXPLORE in two or more schools, answer folders from all schools may be submitted for scoring at the same time in a single shipment. To ensure proper calculation of district norms as part of the Enhanced Reporting Package, **answer folders from all participating schools in the district must be submitted together**. Be sure that School Headers are placed on top of the appropriate answer folders to ensure accurate reporting of results.

Scoring and Reporting Deadline
June 30, 2009

EXPLORE 2007–2008 answer folders must arive at ACT by **June 30, 2009,** in order to be scored.

Disposition of Other Test Materials

Keep voided answer folders for your records or destroy them. DO NOT RETURN VOIDED ANSWER FOLDERS TO ACT. Destroy unused answer folders, as they cannot be used next year.

Used test booklets should be stored and returned to students with their EXPLORE score reports. Each student should receive the booklet he/she used for testing.

Unused test booklets may be discarded at the end of the year. Test forms are scored by ACT only during the school year in which they are distributed.

All other materials (*Instructions for Completing Your Answer Folder,* unused answer folders, etc.) should be destroyed. You may wish to keep your test room rosters or sign-up sheets until you are certain that score reports for all students tested have been received.

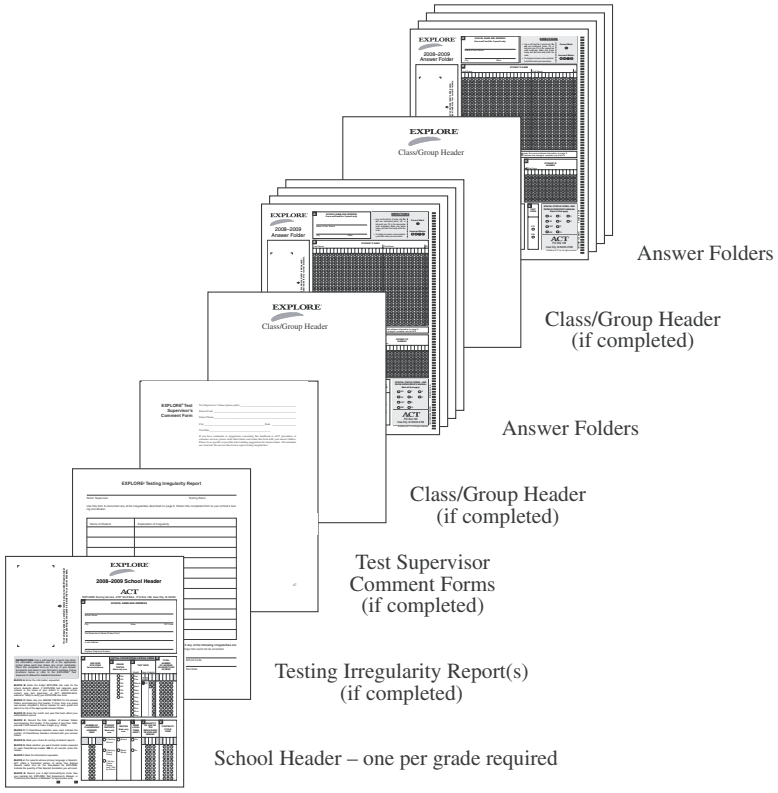


Figure 12. Packaging EXPLORE Answer Folders for Scoring

APPENDIX A

Coursework Planner for Grade_____

Make as many copies as you need to plan your courses.

Subjects	Courses
Core Courses	
English/Language Arts (for example: Writing, Literature, Journalism, Poetry)	
Mathematics (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	
Social Studies/Sciences (for example: History, Geography, Government, Economics, Psychology)	
Science (for example: General Science, Biology, Chemistry, Earth Science, Physics)	
General Courses	
Health and Fitness (for example: First Aid, Health, Physical Education)	
Foreign Languages (for example: French, German, Spanish)	
Arts (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
Music (for example: Band, Chorus, Music Appreciation, Orchestra)	
Communications (for example: Drama, Speech)	
Specialized Courses	
Agriculture (for example: Agribusiness, Animal Husbandry, Landscaping, Horticulture)	
Business & Computers (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	
Family & Consumer Sciences (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
Industrial Arts & Technologies (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	

Coursework Planner for Grade 9

Make as many copies as you need to plan your courses.

Subjects	Courses
Core Courses	
English/Language Arts (for example: Writing, Literature, Journalism, Poetry)	English 1
Mathematics (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	Algebra 1
Social Studies/Sciences (for example: History, Geography, Government, Economics, Psychology)	Geography
Science (for example: General Science, Biology, Chemistry, Earth Science, Physics)	Biology
General Courses	
Health and Fitness (for example: First Aid, Health, Physical Education)	Physical Education 1 (Semester 1) Health (Semester 2)
Foreign Languages (for example: French, German, Spanish)	Spanish 1
Arts (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
Music (for example: Band, Chorus, Music Appreciation, Orchestra)	Band 1
Communications (for example: Drama, Speech)	
Specialized Courses	
Agriculture (for example: Agribusiness, Animal Husbandry, Landscaping, Horticulture,)	
Business & Computers (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	Intro to Business Computers
Family & Consumer Sciences (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
Industrial Arts & Technologies (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	

Example of a Completed Coursework Planner Worksheet

APPENDIX B

WORLD-OF-WORK STRUCTURE

Because there are so many occupations—more than 1,100 are listed in the U.S. Department of Labor's O*NET Occupational Information Network—ACT has developed a system of grouping occupations that makes career exploration easier for the student. The ACT occupational groups, called "career areas," are based on each occupation's mix of the four basic work tasks: working with data, ideas, people, and things. The World-of-Work Map is a concise way to organize these concepts.

Occupations with similar work tasks, work purpose, and work setting are grouped into the same career area. The Map shows the locations of career areas in terms of their involvement with data, ideas, people, and things (see box below). The types of abilities required by occupations in a given career area are generally similar, although ability levels may differ. Typical occupations in each of the 26 career areas are shown in the Career Area List found on side 1 of the Student Score Report (see Figure 4a on page 14).

Side 1 of the Student Score Report also shows the Map itself. The Map, shown on page 41, was designed to serve two functions. First, it provides a simple yet comprehensive overview of a work world that comprises thousands of different occupations. Second, it helps students identify occupations congruent with their interests.

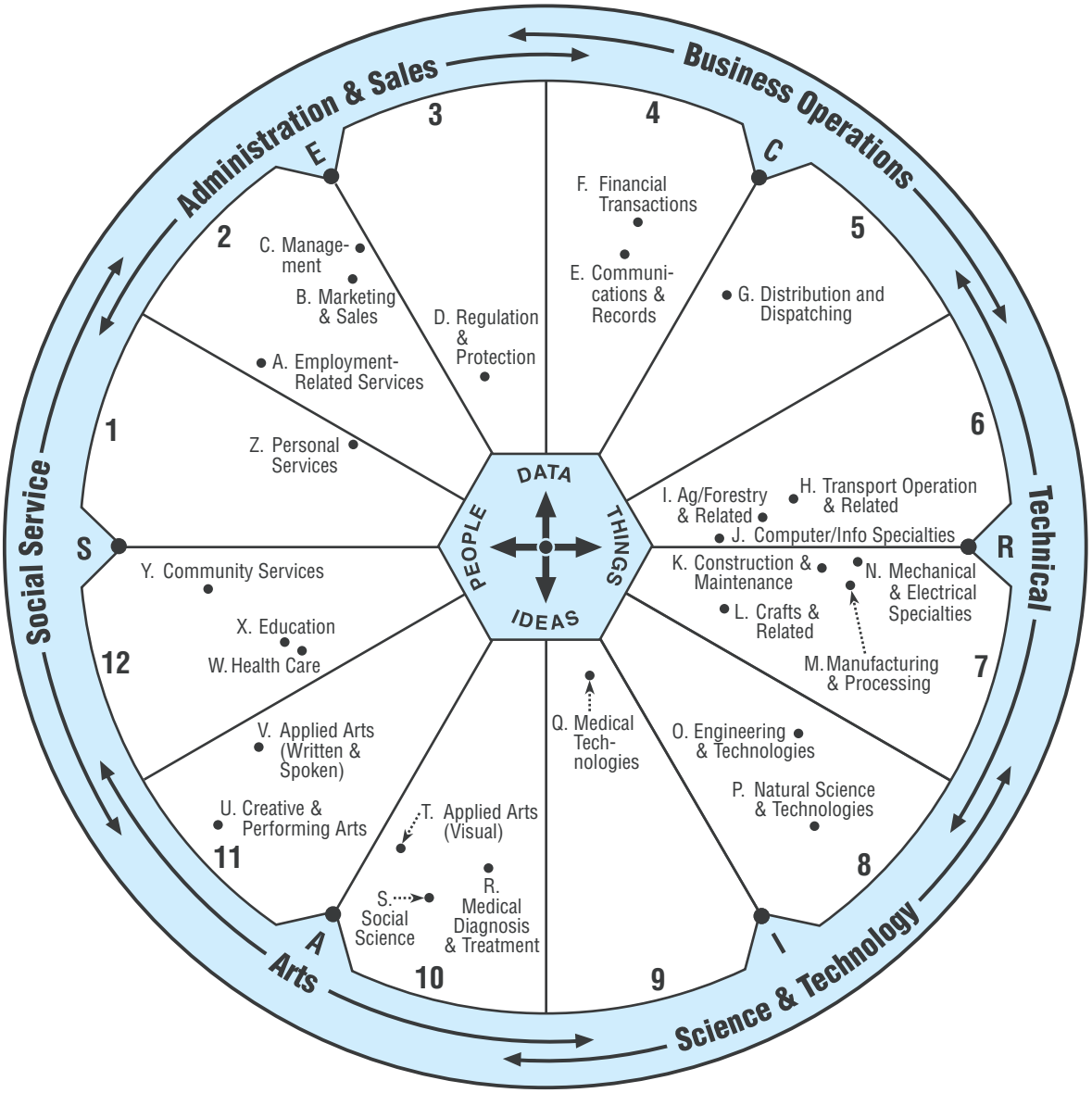
A student's normed scores can be represented as a location on the World-of-Work Map (Swaney, 1995). To encourage breadth in career exploration, the location is translated into World-of-Work Map "regions."

Students are encouraged to continue their career exploration at **www.explorestudent.org**. This site contains information (work tasks, entry requirements, etc.) on over 500 occupations, all organized by career area.

DATA/IDEAS DIMENSION	THINGS/PEOPLE DIMENSION
Data (facts, records, files, numbers). "Data activities" involve *impersonal processes* such as recording, verifying, transmitting, and organizing facts or data representing goods and services. Purchasing agents, accountants, and air traffic controllers work *mainly* with data.	**Things** (machines, mechanisms, materials, tools, physical and biological processes). "Things activities" involve *non-personal processes* such as producing, transporting, servicing, and repairing. Bricklayers, farmers, and engineers work *mainly* with things.
Ideas (abstractions, theories, knowledge, insights). "Ideas activities" involve *intrapersonal processes* such as discovering, interpreting, and creating new ways of expressing something—for example, with words, equations, or music. Scientists, musicians, and philosophers work *mainly* with ideas.	**People** (no alternative terms). "People activities" involve *interpersonal processes* such as helping, informing, servicing, persuading, entertaining, motivating, and directing—in general, producing a change in human behavior. Teachers, salespersons, and nurses work *mainly* with people.

All occupations involve some work with data, ideas, things, and people. The examples listed above were chosen with an emphasis on the primary purpose or focus of the job activities. For example, a scientist may work with data, but the primary purpose is *not* to produce or handle data, rather it is to create or apply scientific knowledge. Likewise, an accountant may work with ideas, but the ultimate goal is *not* to create ideas, rather it is to organize, record, and verify data in a systematic manner.

Definitions of the Data/Ideas and Things/People Work Task Dimensions



World-of-Work-Map

The location of a career area on the Map shows how much it involves working with DATA, IDEAS, PEOPLE, and THINGS. Although each career area is shown as a single point, the occupations in a career area vary in their locations. Most occupations, however, are located near the point shown for the career area.

WORLD-OF-WORK MAP REGIONS

The procedure for determining the shaded map regions from a student's interest scores on six scales is described in Swaney (1995). Briefly stated, this procedure uses the rank of a student's three highest interest scores (sometimes called a "three-letter code" or "Holland code") to determine the student's map region. Thus, a student who scores highest on the Science and Technology Scale, followed by the Technical Scale and Arts Scale, would be referred to region 8 and the two adjacent regions (7 and 9). Ideas and Things work tasks predominate in these regions.

When diverse interest scales are tied for highest, students may be referred to nonadjacent map regions. For example, a student scoring highest on both Social Service and Technical and next highest on Administration and Sales would be referred to regions 1 and 6, indicating a preference for People and Things work tasks with some degree of Data involvement.

Reminder: The World-of-Work Map summarizes information on more than 1,100 occupations, which is both a strength and a weakness. The Map is intended to help students in the early stages of career exploration, not to provide a detailed scientific statement. Although care has been taken to make the Map's 26 career areas as homogeneous as possible, there is scatter among the occupations in each career area. Thus, the Map presents an overview of the major regions, landmarks, and work-task climates of the work world.

APPENDIX C

Why Some Students Do Not Have Map Regions Based on Their Interests: Region 99

There are two reasons why some students will not have World-of-Work Map regions, based on their interests, reported on their Student Score Report.

- First, when a student does not complete enough items for scoring, no interest results are shown on the Map.
- Second, when a student's six-score interest profile is undifferentiated ("flat") or very inconsistent, "Region 99" is shaded on the World-of-Work Map. Region 99 indicates that the student's scores do not show a clear pattern, and no direction (regions) can be suggested for exploration at this time. In these cases counselors have alternatives to help students explore career possibilities.

Some students may obtain a flat profile because they have had a limited range of work-related experiences. Counselors may be able to help such students by suggesting how they can obtain experiences involving data, ideas, people, and things work-related activities.

PROFILE AND THE INTEREST INVENTORY SCORES

Counselors can also use the EXPLORE Interest Inventory Score Profile as a means to visually inspect the student's interest scores. The score profile includes directions for profiling the six scores. (Photocopy the profile sheet as needed.) The profiling procedure is illustrated in the example below. The visual profile can be used to form a clinical interpretation of the Interest Inventory results, drawing on the counselor's professional training and experience.

Clinical judgments should be formed in the context of other information about the student (e.g., work-related experiences, plans, and abilities). When interpreting a profile, counselors are urged to keep in mind that no test or inventory provides perfectly reliable scores.

INTEREST PROFILE CHART

CAREER CLUSTERS	STANINE SCORES	LOWER THIRD			MIDDLE THIRD			UPPER THIRD		
		1	2	3	4	5	6	7	8	9
TECHNICAL (R)	3			X						
SCIENCE & TECHNOLOGY (I)	4				X					
ARTS (A)	5					X				
SOCIAL SERVICE (S)	4				X					
ADMINISTRATION & SALES (E)	7							X		
BUSINESS OPERATIONS (C)	6						X			

Example of a Completed Interest Inventory Score Profile

EXPLORE® Interest Inventory Score Profile

Name _____ Date _____

(To be completed by a counselor or career advisor)

1. Find the six Interest Inventory stanine scores in the Information for Counselors box on side 1 of the EXPLORE Student Score Report. Enter them in the column titled "Stanine Scores" in the profile below.

2. Draw the interest profile by placing an X in each stanine column (1–9) in which your score falls. Then, connect the Xs.

The stanine profile shows the strengths of the student's interests in the six clusters. The box at the bottom of this sheet contains descriptions of the six clusters.

INTEREST PROFILE CHART										
CAREER CLUSTERS	STANINE SCORES	LOWER THIRD			MIDDLE THIRD			UPPER THIRD		
		1	2	3	4	5	6	7	8	9
TECHNICAL (R)										
SCIENCE & TECHNOLOGY (I)										
ARTS (A)										
SOCIAL SERVICE (S)										
ADMINISTRATION & SALES (E)										
BUSINESS OPERATIONS (C)										

CAREER CLUSTER (and Holland Type)	PERSONS WITH SUCH INTEREST MAY LIKE TO:	MAP REGIONS TO CONSIDER
Technical (R—Realistic)	Use, repair, design tools, equipment, materials, etc.; raise crops or animals for market.	6 and 7
Science & Technology (I—Investigative)	Learn about scientific facts and principles through reading, discussion, research.	8 and 9
Arts (A—Artistic)	Express thoughts or feelings through painting, writing, designing, music, drama, etc.; go to art museums, concerts, plays; read novels, poetry, etc.	10 and 11
Social Service (S—Social)	Help, inform, or serve others through teaching, counseling, human services, work, etc.; learn about social issues.	12 and 1
Administration & Sales (E—Enterprising)	Persuade, motivate, lead, direct others—as in business management or sales.	2 and 3
Business Operations (C—Conventional)	Develop and/or follow orderly steps for conducting business; maintain accurate files, records, accounts, etc.	4 and 5

References

ACT. (2007). *ACT National Curriculum Survey 2005–2006*. Iowa City, IA: Author.

ACT. (2007). *EXPLORE technical manual*. Iowa City, IA: Author.

Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, FL: Psychological Assessment Resources.

Swaney, K. B. (1995). *Technical manual: Revised unisex edition of the ACT Interest Inventory (UNIACT)*. Iowa City, IA: American College Testing.

EXPLORE® Test Supervisor's Comment Form

Test Supervisor's Name (please print) _____

School Code _____

School Name _____

City _____ State _____

Test Date _____

If you have comments or suggestions concerning this manual or ACT procedures or customer services, please write them below and return this form with your answer folders. Please be as specific as possible when making suggestions for improvement. All comments are reviewed. Do not use this form to report testing irregularities.

EXPLORE Customer Services

For information about ordering EXPLORE materials, administering the EXPLORE program, or EXPLORE reporting services, **contact ACT Customer Services at 800/553-6244, extension 1892**.

ACT maintains a staff of consultants in offices throughout the country who can advise educators on local uses of EXPLORE data. For information about how EXPLORE can be used in your school or district, contact ACT Educational Services at the ACT office serving your area.

ACT Offices

ACT National Office
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168
Telephone: 319/337-1000
Fax: 319/339-3020

West Region
2880 Sunrise Blvd., Suite 214
Rancho Cordova, CA 95742-6549
Telephone: 916/631-9200
Fax: 916/631-8263

3131 S. Vaughn Way, Suite 218
Aurora, CO 80014-3507
Telephone: 303/337-3273
Fax: 303/337-2613

Southwest Region
8303 MoPac Expressway N.,
Suite A-110
Austin, TX 78759-8369
Telephone: 512/345-1949
Fax: 512/345-2997

Midwest Region
300 Knightsbridge Parkway, Suite 300
Lincolnshire, IL 60069-9498
Telephone: 847/634-2560
Fax: 847/634-1074

1001 Centennial Way, Suite 400
Lansing, MI 48917-8249
Telephone: 517/327-5919
Fax: 517/327-0772

700 Taylor Road, Suite 210
Gahanna, OH 43230-3318
Telephone: 614/470-9828
Fax: 614/470-9830

East Region
4 Pine West Plaza, Suite 403
Albany, NY 12205-5564
Telephone: 518/869-7378
Fax: 518/869-7392

3355 Lenox Rd. N.E., Suite 320
Atlanta, GA 30326-1332
Telephone: 404/231-1952
Fax: 404/231-5945

1315 E. Lafayette St., Suite A
Tallahassee, FL 32301-4757
Telephone: 850/878-2729
Fax: 850/877-8114